



Grade 1

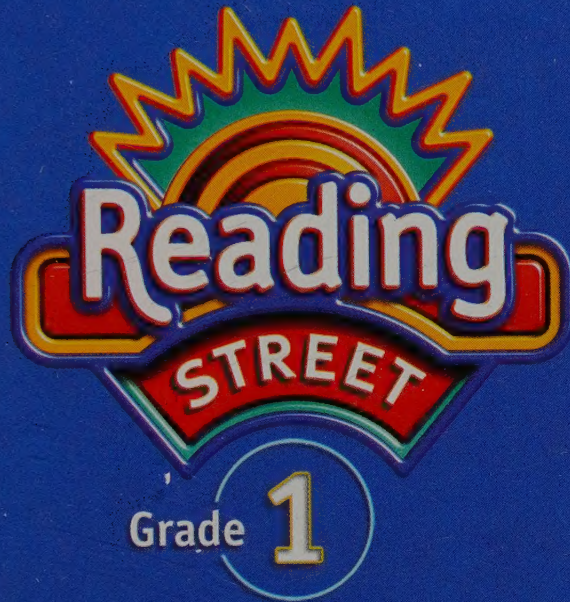
- Letter name and form
- Phonemic awareness
- Phonics: Consonant letter-sounds
- High-frequency words
- Practice and review masters

SCOTT FORESMAN

Kindergarten

Review

Kindergarten Review



PEARSON
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Foresman

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Kindergarten Review

Use these lessons early in first grade to review Kindergarten skills with those children who need such a review. Administer the pretest (pp. 44-46) to determine which children will benefit from the Kindergarten Review. This Review covers the following prerequisites for beginning Grade 1 reading instruction

Alphabet review

Letter recognition

Letter formation/Handwriting

Phonemic awareness

Phonics: Consonant letter-sounds

High-frequency words

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OBJECTIVES

- Review the alphabet.
- Recognize letters Aa.
- Segment words into syllables.
- Write letters Aa.

Materials

- ABC Rhyme Time, pp. 4–5, 6
- Letter Cards
- Keyboard Card
- Picture Card
- kitten

Monitor Progress

Letter Naming

If... children have difficulty naming letters,

then... continue to monitor their progress as you work through the Kindergarten Review. Provide additional practice with each letter to support children in achieving automatic fluency in letter naming.

Review the Alphabet



ABC Rhyme Time

Use ABC Rhyme Time Display pp. 4–5. Have children say the rhyme with you several times. As they say it, point to each letter. Then ask volunteers to point to each letter as they say the rhyme.

Name the Letters Point to each letter in ABC order as children name it. Then point to letters randomly and have volunteers name them.

Match the Letters Distribute lowercase letter cards. Hold a capital letter card and name it. Have the child with the lowercase letter stand and say: "A matches a." Reverse the activity by distributing the capital letter cards.

Start an Alphabet Book Prepare a blank, 26-page book for each child. (Seven sheets of paper, folded in half and stapled at the fold, are enough for one letter per page plus a cover.) Children will write letters and draw pictures for each page. They add to the book throughout the Kindergarten Review.

Use Keyboard Card As children review the letters of the alphabet, you may wish to use the Keyboard Card, which is part of the Sound-Spelling Cards, to show children where the letters are located on a computer keyboard.



Keyboard Card

Letter Recognition Aa

REVIEW Aa

Use ABC Rhyme Time Display p. 6. Point to the letters Aa at the top of the page. The name for both of these letters is *ä*. This is capital A and this is lowercase a. Have children trace the letters A and a in the palms of their hands with their fingers.

Read "The Ant and the Antelope." Point to examples of A and a on the page. Have individuals find other Aa's.

Practice Have children draw an ant or an antelope on the Aa page in their alphabet books. After Handwriting, they can write Aa on the page.

HANDWRITING Aa

Write A. Watch as I trace capital A with my finger. Follow and describe the strokes pictured. Now you write A on your paper. Repeat with lowercase a. Have children practice writing A and a. Ask them to circle their best Aa's.

Phonemic Awareness

SEGMENT WORDS INTO SYLLABLES

- Display the picture card for *kitten*. Words can be separated into parts called syllables. Listen as I clap the parts of this word: kit/ten. Clap it with me: kit/ten. We clapped twice because *kitten* has two syllables. How many syllables does *kitten* have?
- Say children's names of various lengths. Clap once for each syllable as you say the name. Then ask children to clap the name with you.
- Say the words *apple*, *crayon*, *garden*, *mitten*. Ask children to clap and count the syllables in each word (2).
- Ask children to clap and count the syllables for *rabbit* (2), *elephant* (3), *elbow* (2), *octopus* (3), *tiger* (2), *umbrella* (3).

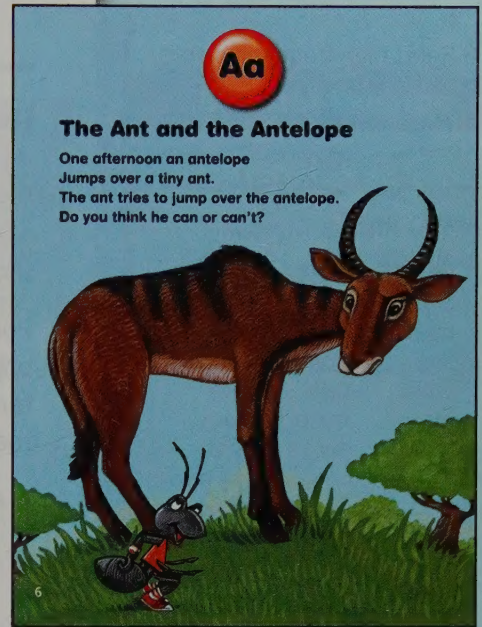
Monitor Progress

Check Syllable Segmenting

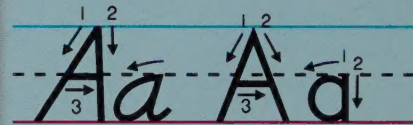
Count Syllables Say *astronaut*, *bubble*, *yellow*. Have children clap and count the syllables. Continue with *robin*, *spider*, *tulip*, *koala*, *taxi*.

If... children cannot segment and count syllables in a word,
then... say the word, clapping for each syllable. Have them echo you.

SUCCESS
PREDICTOR



ABC Rhyme Time



Picture Card

OBJECTIVES

- Recognize letters Bb.
- Match sound /b/ to letter b.
- Read high-frequency words see and the.
- Write letters Bb.

Materials

- ABC Rhyme Time, p. 7
- Picture Cards

bag	bat	bed
boat	box	bubble
bus	doll	five
juice	hat	kite
map	nose	pan
rock	six	tent

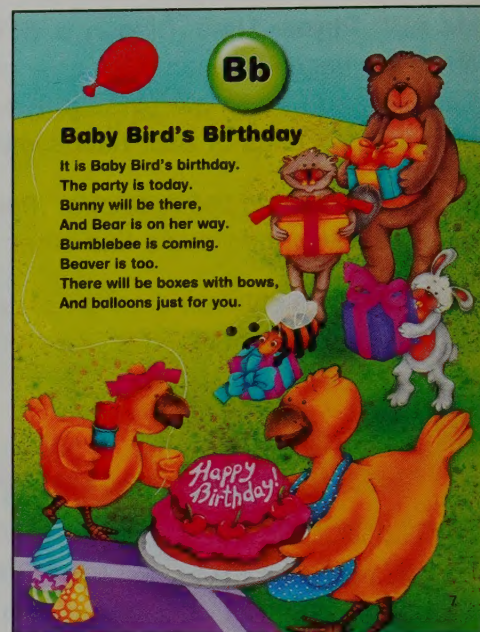
- Sound-Spelling Card 5

Letter Recognition Bb

REVIEW Bb

Use ABC Rhyme Time Display p. 7. Point to the letters Bb at the top of the page. The name for both of these letters is b. This is capital B and this is lowercase b.

Point to examples of b on the page. Have children trace the letters B and b in the air as big as they can make them.



ABC Rhyme Time

Phonemic Awareness

REVIEW /b/

- Say the sound /b/. Ask children to repeat /b/ several times. Display the card for box. This is a box. The first sound in box is /b/. Say it with me: /b/, box. What sound does box begin with?
- Display cards for bag, hat, boat, tent, doll. Name pictures one at a time. Ask children to tell whether or not the picture begins with the sound /b/.
- Have children tell if they hear the sound /b/ at the beginning of each word: baker, cage, butter, boat, homework, best. Have them name other words that begin with /b/.

Monitor Progress

Check Sound Fluency /b/

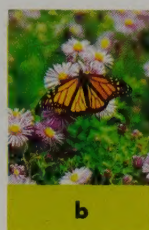
Identify initial /b/ Show picture cards five, bed, and kite. Which picture begins with /b/? That's right, bed begins with /b/. Continue with bat, nose, pan; juice, bus, six; rock, map, bubble.

If... children cannot identify initial /b/,
then... say the words, emphasizing the first sound. Have them echo you.

SUCCESS
PREDICTOR

CONNECT /b/ to Bb

Use Sound-Spelling Card Display Card 5. This is a butterfly. What is the first sound in *butterfly*? /b/ *Butterfly* begins with the letter *b*. The sound for *b* is /b/. Say it with me: /b/, *butterfly*.



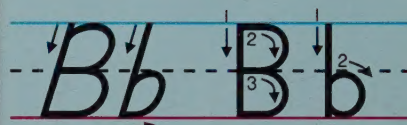
b

Read ABC Rhyme Time Read p. 7. Point to each word as you read it. Reread slowly and tell children to bounce each time they hear the sound /b/. Then have children count the words that begin with b/b/.

Practice Have children draw a picture in their alphabet books that begins with the sound /b/. After Handwriting, they can write the letters Bb on the next page.

HANDWRITING Bb

Write *B*. Watch as I trace the capital *B* with my finger. Follow and describe the strokes pictured. Now you write *B* on your paper. Repeat with lowercase *b*. Have children practice writing *B* and *b*. Ask them to circle their best Bb's.



High-Frequency Words see the

ROUTINE

1 Say and Spell Write the word *see*. This word is *see*, s-e-e, *see*. What is this word? What are the letters in this word?

2 Demonstrate Meaning Write the sentence *See _____*. Have children take turns reading the sentence and choosing a picture card to complete the sentence.

Repeat the routine with the word *the*. Use the sentence *See the _____*. Add the words to the Word Wall.

Write *see*, *SEE*, *See*. Explain that they are all the same word. It doesn't matter if a word is written with all lowercase letters, all capital letters, or a combination. Repeat with *the*, *THE*, *The*.

Monitor Progress

Phonics

If... children do not connect /b/ to Bb,

then... reteach the lesson including more examples of b/b/.

Monitor Progress

High-Frequency Words

If... children have difficulty reading these words,

then... have them practice saying and spelling the words.

- Recognize letters Cc.
- Match sound /k/ to letter c.
- Read high-frequency words you and I.
- Write letters Cc.

Materials

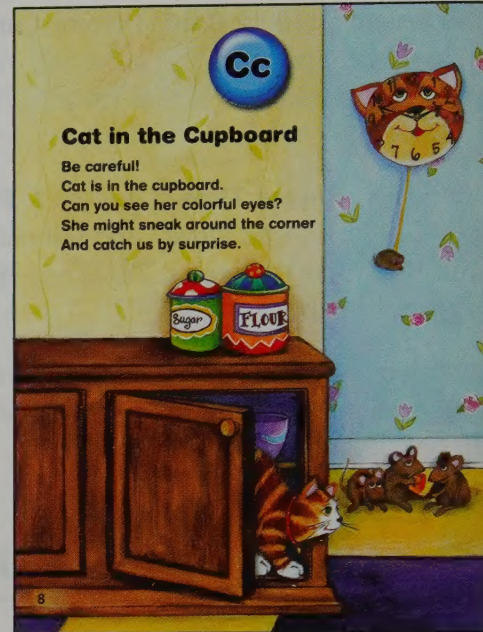
- ABC Rhyme Time, p. 8
- Picture Cards

bed	can
cap	carrot
cat	caterpillar
flashlight	grapes
jug	mask
mitten	pig
rug	six
tent	vest
- Sound-Spelling Card 6

REVIEW Cc

Use ABC Rhyme Time Display p. 8. Point to the letters Cc at the top of the page. The name for both of these letters is c. This is capital C and this is lowercase c.

Point to examples of c on the page. Have children trace the letters C and c on their desks with their fingers.



ABC Rhyme Time

Phonemic Awareness

REVIEW /k/

- Say the sound /k/. Ask children to repeat /k/ several times. Display the card for can. This is a can. The first sound in can is /k/. Say it with me: /k/, can. What sound does can begin with?
- Display cards for cap, flashlight, carrot, mitten, grapes. Name each picture. Ask children to identify which pictures begin with the sound /k/.
- Have children tell if they hear the sound /k/ in the beginning, middle, or end of these words: carrot, music, cover, raccoon, panic, secret.

Monitor Progress

Check Sound Fluency /k/

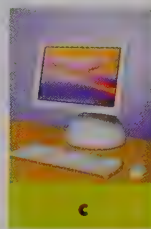
Identify initial /k/ Show picture cards cat, pig, and mask. Which picture begins with /k/? That's right, cat begins with /k/. Continue with tent, can, rug; bed, cap, six; caterpillar, jug, vest.

If... children cannot identify initial /k/,
then... say the words, emphasizing the first sound. Have them echo you.

**SUCCESS
PREDICTOR**

CONNECT /k/ to Cc

Use Sound-Spelling Card Display Card 6. Cover *k* and *-ck* on the card. This is a computer. What is the first sound in computer? /k/ Computer begins with the letter *c*. One sound for *c* is /k/. Say it with me: /k/, computer.



Read ABC Rhyme Time Read p. 8. Point to each word as you read it. Reread slowly and tell children to clap each time they hear the sound /k/. Then have children count the words that begin with *c/k/*.

Practice Show letter cards for *Bb* and *Cc*, and ask children to say the sound for each letter. Have children draw a picture that begins with the sound /k/ in their alphabet books. After Handwriting, they can write *Cc* on the page.

HANDWRITING Cc

Write *C*. Watch as I trace the capital *C* with my finger. Follow and describe the strokes pictured. Now you write *C* on your paper. Repeat with lowercase *c*. Have children practice writing *C* and *c*. Ask them to circle their best *Cc*'s.



High-Frequency Words you I

ROUTINE

1 Say and Spell Write the word *you*. This word is *you*, y-o-u, *you*. What is this word? What are the letters in this word?

2 Demonstrate Meaning Write the sentence *You see the _____*. Have children take turns reading the sentence and choosing a picture card to complete the sentence. Have them point to each word as they read it and count the number of words in the sentence.

Repeat the routine with the word *I*. Explain that the word *I* is always capitalized; lowercase *i* by itself is not a word. For most words it doesn't matter if they are written with all capital letters, all lowercase letters, or a combination (demonstrate with *YOU*, *you*, *You*), but *I* is an exception. Use the sentence *I see the _____*. Add the words to the Word Wall.

Monitor Progress

Phonics

If... children do not connect /k/ to <i>Cc</i> ,	then... reteach the lesson including more examples of <i>c/k/</i> .
---	--

Monitor Progress

High-Frequency Words

If... children have difficulty reading these words,	then... have them practice saying and spelling the words. Then have them practice in pairs with word cards for all the reviewed high-frequency words.
--	--

- Recognize letters Dd.
- Match sound /d/ to letter d.
- Read high-frequency words come and a.
- Write letters Dd.

Materials

- ABC Rhyme Time, p. 9
- Picture Cards

block	cloud	desk
dog	doll	dress
drum	duck	goat
leaf	moose	pocket
seal	sock	toes
up	wolf	

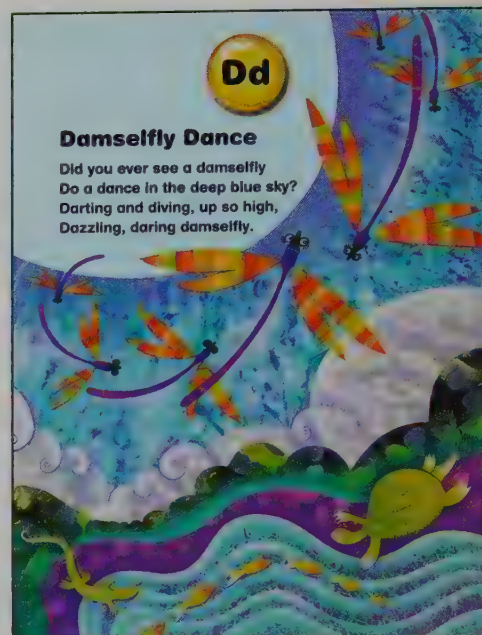
- Sound-Spelling Card 8

Letter Recognition Dd

REVIEW Dd

Use ABC Rhyme Time Display p. 9. Point to the letters Dd at the top of the page. The name for both of these letters is d. This is capital D and this is lowercase d.

Point to examples of d on the page. Have children trace the letters D and d in the palms of their hands with their fingers.



ABC Rhyme Time

Phonemic Awareness

REVIEW /d/

- Say the sound /d/. Ask children to repeat /d/ several times. Display the card for dog. This is a dog. The first sound in dog is /d/. Say it with me: /d/, dog. What sound does dog begin with?
- Display cards for duck, seal, desk, block, leaf. Name each picture. Ask children to identify which pictures begin with the sound /d/.
- Have children tell if they hear the sound /d/ in the beginning, middle, or end of these words: deep, food, dessert, hidden, braid, ladder, doughnut. Then have them name words that begin with /d/.

Monitor Progress

Check Sound Fluency /d/

Identify initial /d/ Show picture cards doll, cloud, and pocket. Which picture begins with /d/? That's right, doll begins with /d/. Continue with toes, drum, up; goat, wolf, dress; sock, duck, moose.

If... children cannot identify initial /d/,
then... say the words, emphasizing the first sound. Have them echo you.

SUCCESS
PREDICTOR

CONNECT /d/ to Dd

Use Sound-Spelling Card Display Card 8. These are dinosaurs. What is the first sound in *dinosaurs*? /d/ *Dinosaurs* begins with the letter *d*. The sound for *d* is /d/. Say it with me: /d/, *dinosaurs*.

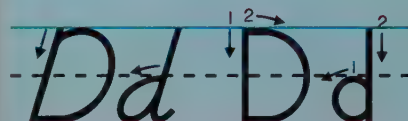


Read ABC Rhyme Time Read p. 9. Point to each word as you read it. Reread slowly and tell children to duck their heads each time they hear the sound /d/. Then have children count the words that begin with d/d/.

Practice Show letter cards for all letter-sounds that have been reviewed, and ask children to say the sound for each letter. Then have children draw a picture in their alphabet books that begins with the sound /d/. After Handwriting, they can write the letters *Dd* on the page.

HANDWRITING Dd

Write *D*. Watch as 1 trace the capital *D* with my finger. Follow and describe the strokes pictured. Now you write *D* on your paper. Repeat with lowercase *d*. Have children practice writing *D* and *d*. Ask them to circle their best *Dd*'s.



High-Frequency Words come a

ROUTINE

- Say and Spell** Write the word *come*. This word is *come*, c-o-m-e, *come*. What is this word? What are the letters in this word?
 - Identify Familiar Letter-Sounds** Point to the *c* in *come*. What is the first letter in *come*? What is the sound for this letter? (*c*, /k/)
 - Demonstrate Meaning** Write the sentence *Come see the _____*. Have children take turns reading the sentence as they point to each word and choosing a picture card to complete the sentence.
- Repeat the routine with the word *a*. Use the sentence *Come see a _____*. What is the longest word in this sentence? the shortest word? How many letters are in each word? Add the words to the Word Wall.

Monitor Progress

Phonics

If... children do not connect /d/ to <i>Dd</i> ,	then... reteach the lesson including more examples of d/d/.
---	--

Monitor Progress

High-Frequency Words

If... children have difficulty reading these words,	then... have them practice saying and spelling the words. Then have them practice in pairs with word cards for all the reviewed high-frequency words.
--	--

- Recognize letters Ee, Ff.
- Match sound /f/ to letter f.
- Read high-frequency words from and am.
- Write letters Ee, Ff.

Materials

- ABC Rhyme Time, pp. 10, 11
- Picture Cards

fan	feather	five
flag	flashlight	fox
frog	green	hen
lemon	mop	nest
pillow	red	top
vacuum	van	vest
- Sound-Spelling Card 12



ABC Rhyme Time

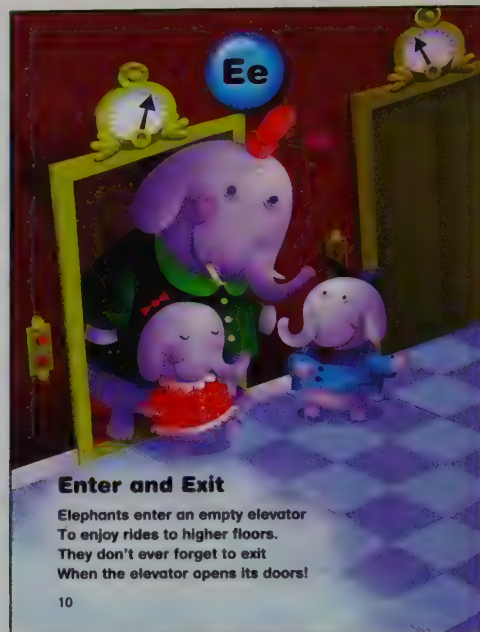
Letter Recognition Ee, Ff

REVIEW Ee, Ff

Use ABC Rhyme Time Display p. 10. Point to the letters Ee at the top of the page. The name for both of these letters is e. This is capital E and this is lowercase e.

Read the rhyme on p. 10. Point to examples of E and e on the page. Have individuals find other Ee's. Have children trace the letters E and e in the air.

Continue with p. 11, pointing to and naming letters Ff. The rhyme will be read later in the lesson.



ABC Rhyme Time

Phonemic Awareness

REVIEW /f/

- Say the sound /f/. Ask children to repeat /f/ several times. Display the card for fan. This is a fan. The first sound in fan is /f/. Say it with me: /f/, fan. What sound does fan begin with?
- Display cards for green, feather, mop, vacuum, five. Name each picture. Ask children to identify which pictures begin with the sound /f/.
- Have children tell if they hear the sound /f/ in the beginning, middle, or end of these words: fallen, relief, funny, softer, finger, giraffe, office.

Monitor Progress

Check Sound Fluency /f/

Identify initial /f/ Show picture cards hen, fox, and pillow. Which picture begins with /f/? That's right, fox begins with /f/. Continue with frog, nest, van; lemon, red, flag; vest, top, flashlight.

If... children cannot identify initial /f/,
then... say the words, emphasizing the first sound. Have them echo you.

SUCCESS
PREDICTOR

Phonics

CONNECT /f/ to Ff

Use Sound-Spelling Card Display Card 12. Cover *ph* and *-gh* on the card. This is a firefighter. What is the first sound in firefighter? /f/ Firefighter begins with the letter *f*. The sound for *f* is /f/. Say it with me: /f/, firefighter. How many times do you hear /f/ in firefighter? (2)

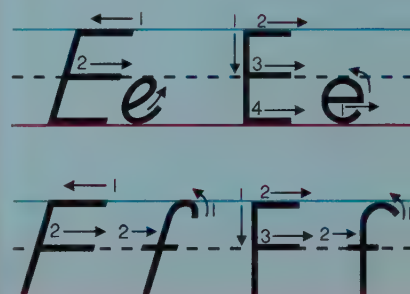


Read ABC Rhyme Time Read p. 11. Point to each word as you read it. Reread slowly and tell children to touch their foot each time they hear the sound /f/. Then have children count the words that begin with *f/f/*.

Practice Show letter cards for all letter-sounds that have been reviewed; ask children to say the sound for each letter. Then have children draw a picture of an elephant on one page in their alphabet books and a picture that begins with the sound /f/ on the next page. After Handwriting, they can write the letters *Ee* and *Ff* on the pages.

HANDWRITING Ee, Ff

Write *E*. Watch as I trace the capital *E* with my finger. Follow the stroke instructions pictured. Now you write *E* on your paper. Repeat with lower-case *e*. Have children practice writing *E* and *e*. Ask them to circle their best *Ee*'s. Repeat with *Ff*.



High-Frequency Words from am

- Say and Spell** Write the word *from*. This word is *from*, f-r-o-m, *from*. What is this word? What are the letters in this word?
- Identify Familiar Letter-Sounds** Point to the *f* in *from*. What is the first letter in *from*? What is the sound for this letter? (*f*, /f/)
- Demonstrate Meaning** Write *From* _____. Tell children this is how they could sign a greeting card. Have children write *From* with their own name.

Repeat with the word *am*. *Am* has no reviewed letter-sounds. Use the sentence *I am* _____. Have children complete the sentence with their names. Add the words to the Word Wall.

Monitor Progress

Phonics

If... children do not connect /f/ to <i>Ff</i> ,	then... reteach the lesson including more examples of <i>f/f/</i> .
---	--

Monitor Progress

High-Frequency Words

If... children have difficulty reading these words,	then... have them practice saying and spelling the words. Then have them practice in pairs with word cards for all the reviewed high-frequency words.
--	--

OBJECTIVES

- Recognize letters Gg.
- Match sound /g/ to letter g.
- Read high-frequency words go and we.
- Write letters Gg.

Materials

- ABC Rhyme Time, p. 12
- Picture Cards

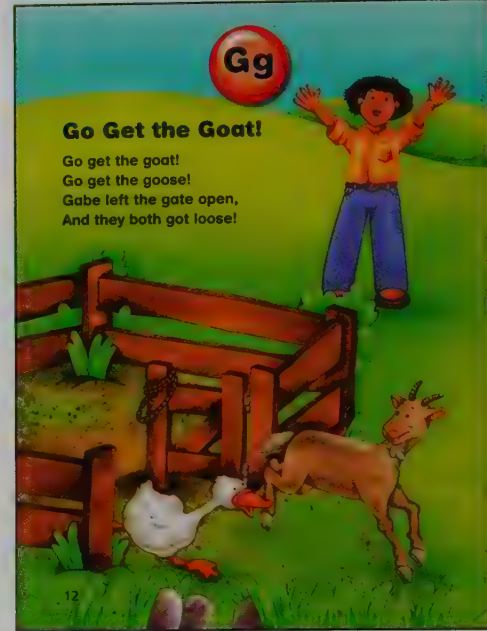
desk	garden	glove
goat	goose	grapes
green	gum	jam
jet	kitten	lake
man	otter	queen
rock	top	wig
- Sound-Spelling Card 13

Letter Recognition Gg

REVIEW Gg

Use ABC Rhyme Time Display p. 12. Point to the letters Gg at the top of the page. The name for both of these letters is g. This is capital G and this is lowercase g.

Point to examples of g on the page. Have children trace the letters G and g on their desks with their fingers.



ABC Rhyme Time

Phonemic Awareness

REVIEW /g/

- Say the sound /g/. Ask children to repeat /g/ several times. Display the card for goat. This is a goat. The first sound in goat is /g/. Say it with me: /g/, goat. What sound does goat begin with?
- Display cards for man, goose, lake, gum, jam. Name each picture. Ask children to identify which pictures begin with the sound /g/.
- I am going to say a word in two parts. Listen as I blend the parts together to make a word: /g/ -ate, gate. Now you try. Use these onsets and rimes: /g/ -um, gum; /g/ -ame, game; /g/ -et, get; /g/ -ive, give; /g/ -old, gold.

Monitor Progress

Check Sound Fluency /g/

Identify initial /g/ Show picture cards garden, queen, and desk. Which picture begins with /g/? That's right, garden begins with /g/. Continue with otter, kitten, grapes; rock, wig, glove; green, jet, top.

If... children cannot identify initial /g/,
then... say the words, emphasizing the first sound. Have them echo you.

SUCCESS
PREDICTOR

Phonics

CONNECT /g/ to Gg

Use Sound-Spelling Card Display Card 13. This is a game. What is the first sound in *game*? /g/ *Game* begins with the letter g. One sound for g is /g/. Say it with me: /g/, *game*.

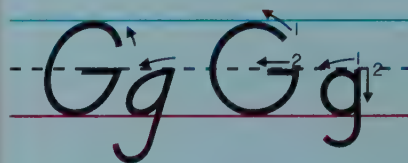
Read ABC Rhyme Time Read p. 12. Point to each word as you read it. Reread slowly and tell children to giggle each time they hear the sound /g/. Then have children count the words that begin with g/g/.

Practice Show letter cards for all letter-sounds that have been reviewed, and ask children to say the sound for each letter. Have children draw a picture that begins with the sound /g/ in their alphabet books. After Handwriting, they can add the letters Gg on the page.



HANDWRITING Gg

Write G. Watch as I trace the capital G with my finger. Follow and describe the strokes pictured. Now you write G on your paper. Repeat with lowercase g. Have children practice writing G and g. Ask them to circle their best Gg's.



High-Frequency Words go we

ROUTINE

- Say and Spell** Write the word *go*. This word is *go*, g-o, *go*. What is this word? What are the letters in this word?
- Identify Familiar Letter-Sounds** Point to the g in *go*. What is the first letter in *go*? What is the sound for this letter? (g, /g/)
- Demonstrate Meaning** Write the sentence *I go*. Have children take turns reading the sentence, pointing to each word as they read.

Repeat the routine with the word *we*. We has no reviewed letter-sounds. Use the sentence *We go*. Add the words to the Word Wall.

Monitor Progress

Phonics

If... children do not connect /g/ to Gg,	then... reteach the lesson including more examples of g/g/.
---	--

Monitor Progress

High-Frequency Words

If... children have difficulty reading these words,	then... have them practice saying and spelling the words. Then have them practice in pairs with word cards for all the reviewed high-frequency words.
--	--

OBJECTIVES

- Recognize letters *Hh*.
- Match sound /h/ to letter *h*.
- Read high-frequency words *have* and *little*.
- Write letters *Hh*.

Materials

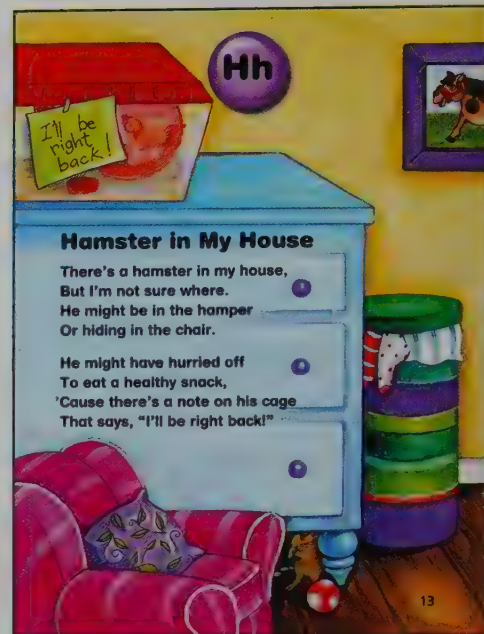
- ABC Rhyme Time, p. 13
- Picture Cards
 - apple* *brown*
 - garden* *hammer*
 - hat* *hen*
 - hippopotamus* *hose*
 - house* *nut*
 - spider* *sun*
 - train* *waffle*
 - woman* *yarn*
 - zipper*
- Sound-Spelling Card 14

Letter Recognition *Hh*

REVIEW *Hh*

Use ABC Rhyme Time Display p. 13. Point to the letters *Hh* at the top of the page. The name for both of these letters is *h*. This is capital *H* and this is lowercase *h*.

Point to examples of *h* on the page. Have children trace the letters *H* and *h* high up in the air with their hands.



ABC Rhyme Time

Phonemic Awareness

REVIEW /h/

- Say the sound /h/. Ask children to repeat /h/ several times. Display the card for *hat*. This is a hat. The first sound in *hat* is /h/. Say it with me: /h/, *hat*. What sound does *hat* begin with?
- Display cards for *apple*, *hen*, *woman*, *hammer*, *sun*. Name each picture. Have children identify which pictures begin with the sound /h/.
- I am going to say a word in two parts. Listen as I blend the parts together to make a word: /h/ -all, *hall*. Now you try. Use these onsets and rimes: /h/ -and, *hand*; /h/ -at, *hat*; /h/ -ip, *hip*; /h/ -igh, *high*; /h/ -it, *hit*.

Monitor Progress

Check Sound Fluency /h/

Identify Initial /h/ Show picture cards *nut*, *garden*, and *hose*. Which picture begins with /h/? That's right, *hose* begins with /h/. Continue with *house*, *train*, *waffle*; *zipper*, *hen*, *yarn*; *hippopotamus*, *brown*, *spider*.

If... children cannot identify initial /h/,
then... say the words, emphasizing the first sound. Have them echo you.

SUCCESS
PREDICTOR

Phonics

CONNECT /h/ to Hh

Use Sound-Spelling Card Display Card 14. This is a helicopter. What is the first sound in *helicopter*? /h/ *Helicopter* begins with the letter *h*. The sound for *h* is /h/. Say it with me: /h/, *helicopter*.

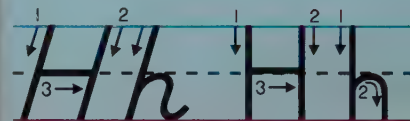


Read ABC Rhyme Time Read p. 13. Point to each word as you read it. Reread slowly and tell children to hop each time they hear the sound /h/. Then have children count the words that begin with *h/h/*.

Practice Show letter cards for all letter-sounds that have been reviewed, and ask children to say the sound for each letter. Have children draw a picture that begins with the sound /h/ in their alphabet books. After Handwriting, they can add the letters *Hh*.

HANDWRITING Hh

Write *H*. Watch as I trace capital *H* with my finger. Follow and describe the strokes pictured. Now you write *H*. Repeat with lowercase *h*. Have children practice writing *H* and *h* and then circle their best *Hh*'s.



High-Frequency Words *have little*

ROUTINE

- Say and Spell** Write the word *have*. This word is *have*, *h-a-v-e*, *have*. What is this word? What are the letters in this word?
- Identify Familiar Letter-Sounds** Point to the *h* in *have*. What is the first letter in *have*? What is the sound for this letter? (*h*, /h/)
- Demonstrate Meaning** Write the sentence *I have a ____*. Have children take turns reading the sentence and choosing a picture card to complete it. Have them point to each word as they read it.

Repeat the routine with the word *little*. *Little* has no reviewed letter-sounds. Use the sentence *I have a little ____*. What is the longest word in this sentence? The shortest words? How many letters are in each word? Add the words to the Word Wall.

Monitor Progress

Phonics

If... children do not connect /h/ to *Hh*,

then... reteach the lesson including more examples of *h/h/*.

Monitor Progress

High-Frequency Words

If... children have difficulty reading these words,

then... have them practice saying and spelling the words. Then have them practice in pairs with word cards for all the reviewed high-frequency words.

OBJECTIVES

- Recognize letters *li, Jj*.
- Match sound /j/ to letter *j*.
- Read high-frequency words *do* and *are*.
- Write letters *li, Jj*.

Materials

- ABC Rhyme Time, pp. 14, 15
- Picture Cards

brick	clock
dog	jam
jet	jug
juice	kangaroo
playground	rabbit
robin	sock
train	truck
zoo	
- Sound-Spelling Card 17

Letter Recognition *li, Jj*

REVIEW *li, Jj*

Use ABC Rhyme Time Display p. 14. Point to the letters *li* at the top of the page. The name for both of these letters is *i*. This is capital *I* and this is lowercase *i*.

Read the rhyme on p. 14. Point to examples of *i* on the page. Have individuals find other *li*'s. Have children trace the letters *I* and *i* in the air.

Continue with p. 15, pointing to and naming letter *Jj*. The rhyme will be read later in the lesson.

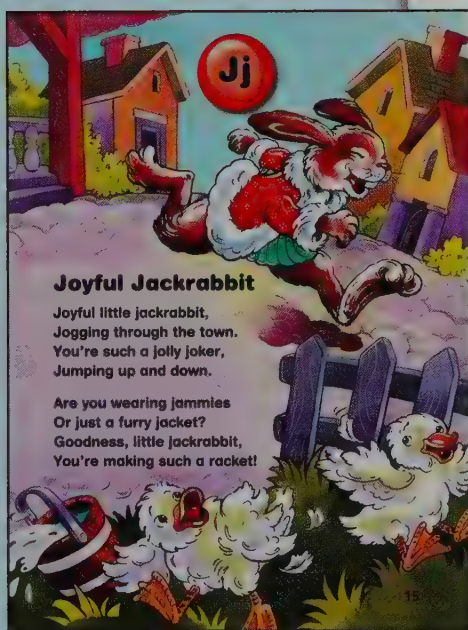


ABC Rhyme Time

Phonemic Awareness

REVIEW /j/

- Say the sound /j/. Ask children to repeat /j/ several times. Display the card for *jet*. This is a *jet*. The first sound in *jet* is /j/. Say it with me: /j/, *jet*. What sound does *jet* begin with?
- Display cards for *jam*, *robin*, *sock*, *jug*, *truck*. Name each picture. Ask children to identify which pictures begin with the sound /j/.
- I am going to say a word. Then I will separate the word into two parts. Listen as I separate the word: *jar*, /j/ -ar. Now you try. Use these words: *jack*, /j/ -ack; *job*, /j/ -ob; *jog*, /j/ -og; *jump*, /j/ -ump; *junk*, /j/ -unk.



ABC Rhyme Time

Monitor Progress

Check Sound Fluency /j/

Identify initial /j/ Show picture cards *train*, *juice*, and *clock*. Which picture begins with /j/? That's right, *juice* begins with /j/. Continue with *rabbit*, *brick*, *jam*; *jet*, *playground*, *zoo*; *dog*, *jug*, *kangaroo*.

If... children cannot identify initial /j/,
then... say the words, emphasizing the first sound. Have them echo you.

SUCCESS
PREDICTOR

Phonics

CONNECT /j/ to Jj

Use Sound-Spelling Card Display Card 17. Cover *gi*, *ge*, and *-dge* on the card. This is a jet. What is the first sound in *jet*? /j/ Jet begins with the letter *j*. The sound for *j* is /j/. Say it with me: /j/, jet.



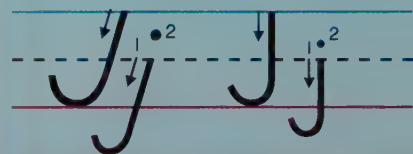
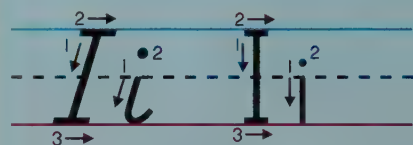
Read ABC Rhyme Time Read p. 15. Point to each word as you read it. Reread slowly and tell children to jump each time they hear the sound /j/. Then have children count the words that begin with *j/j*.

Practice Show letter cards for all letter-sounds that have been reviewed; ask children to say the sound for each letter. Have children draw a picture of insects on one page in their alphabet books and a picture that begins with the sound /j/ on the next page. After Handwriting, they can write the letters *li* and *Jj* on the pages.

HANDWRITING *li, Jj*

Write *l*. Watch as I trace the capital *l* with my finger. Follow and describe the strokes pictured. Now you write *l* on your paper. Repeat with lowercase *i*. Have children practice writing *l* and *i*. Ask them to circle their best *li*'s. Repeat with *Jj*.

Monitor Progress	
Phonics	
If... children do not connect /j/ to <i>Jj</i> ,	then... reteach the lesson including more examples of <i>j/j</i> .



High-Frequency Words *do are*

ROUTINE

- Say and Spell** Write the word *do*. This word is *do*, *d-o*, *do*. What is this word? What are the letters in this word?
- Identify Familiar Letter-Sounds** Point to the *d* in *do*. What is the first letter in *do*? What is the sound for this letter? (*d*, /d/)
- Demonstrate Meaning** Write the sentence *Do you see the _____*? Have children take turns reading the sentence as they point to each word and choosing a picture card to complete the sentence.

Repeat the routine with the word *are*. *Are* has no reviewed letter-sounds. Use the sentence *We are _____*. Add the words to the Word Wall.

Monitor Progress	
High-Frequency Words	
If... children have difficulty reading these words,	then... have them practice saying and spelling the words. Then have them practice in pairs with word cards for all the reviewed high-frequency words.

OBJECTIVES

- Recognize letters Kk.
- Match sound /k/ to letter k.
- Read high-frequency words look and they.
- Write letters Kk.

Materials

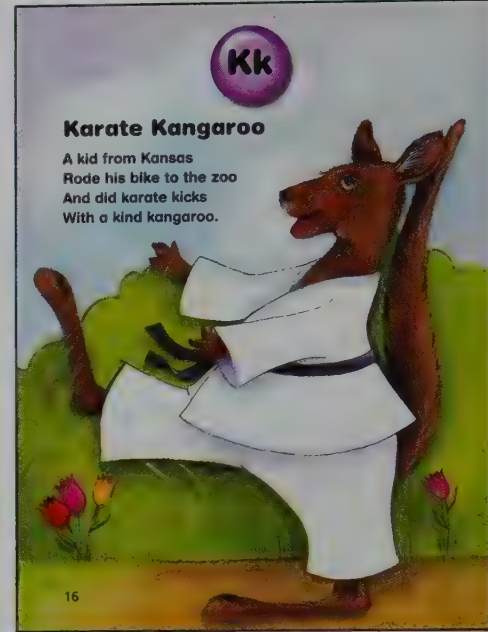
- ABC Rhyme Time, p. 16
- Picture Cards
 - alligator bat
 - flag goat
 - kangaroo kite
 - kitten koala
 - lamp moon
 - pocket rake
 - slide tent
 - tiger
- Sound-Spelling Card 6

Letter Recognition **Kk**

REVIEW **Kk**

Use ABC Rhyme Time Display p. 16. Point to the letters Kk at the top of the page. The name for both of these letters is k. This is capital K and this is lowercase k.

Point to examples of k on the page. Have children trace the letters K and k on their desks with their fingers.



ABC Rhyme Time

Phonemic Awareness

REVIEW /k/

- Say the sound /k/. Ask children to repeat /k/ several times. Display the card for kite. This is a kite. The first sound in kite is /k/. Say it with me: /k/, kite. What sound does kite begin with?
- Display cards for kangaroo, alligator, slide, koala, tent. Name each picture. Ask children to identify which pictures begin with the sound /k/.
- I am going to say a word. Then I will separate the word into two parts. Listen as I separate the word: keep, /k/ -eep. Now you try. Use these words: kept, /k/ -ept; kick, /k/ -ick; kid, /k/ -id; kind, /k/ -ind; king, /k/ -ing.

Monitor Progress

Check Sound Fluency /k/

Identify initial /k/ Show picture cards bat, kitten, and lamp. Which picture begins with /k/? That's right, kitten begins with /k/. Continue with kite, pocket, moon; kangaroo, tiger, goat; rake, flag, koala.

If... children cannot identify initial /k/,
then... say the words, emphasizing the first sound. Have them echo you.

**SUCCESS
PREDICTOR**

Phonics

CONNECT /k/ to Kk

Use ABC Rhyme Time and Sound-Spelling Card Display p. 16. This is a kangaroo. What is the first sound in kangaroo? /k/ Kangaroo begins with the letter k. The sound for k is /k/. Say it with me: /k/, kangaroo. What other letter has the sound /k/? (c) Uncover the k on Sound Spelling Card 6. Yes, k and c both have the sound /k/.

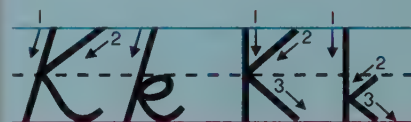


Read p. 16. Point to each word as you read it. Reread slowly and tell children to make a little kick at their seats each time they hear the sound /k/. Then have children count the words that begin with k/k/.

Practice Show letter cards for all letter-sounds that have been reviewed; ask children to say the sound for each letter. Have children draw a picture that begins with the sound /k/ in their alphabet books. After Handwriting, they can write the letters Kk on the page.

HANDWRITING Kk

Write K. Watch as I trace the capital K with my finger. Follow and describe the strokes pictured. Now you write K. Repeat with lowercase k. Have children practice writing K and k. Ask them to circle their best Kk's.



High-Frequency Words look they

ROUTINE

- Say and Spell** Write the word look. This word is look, l-o-o-k, look. What is this word? What are the letters in this word?
- Identify Familiar Letter-Sounds** Point to the k in look. What is the last letter in look? What is the sound for this letter? (k, /k/)
- Demonstrate Meaning** Write the sentences I look. You look. We look. Have children take turns reading the sentences as they point to each word.

Repeat the routine with the word they. They has no reviewed letter-sounds. Use the sentence They look. Add the words to the Word Wall.

Monitor Progress

Phonics

If... children do not connect /k/ to Kk,	then... reteach the lesson including more examples of k/k/.
---	--

Monitor Progress

High-Frequency Words

If... children have difficulty reading these words,	then... have them practice saying and spelling the words. Then have them practice in pairs with word cards for all the reviewed high-frequency words.
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- Recognize letters LI.
- Match sound /l/ to letter l.
- Read high-frequency words like and with.
- Write letters LI.

Materials

- ABC Rhyme Time, p. 17
- Picture Cards

egg	goose	ladybug
lake	lamp	leaf
lemon	loaf	nose
octopus	puzzle	quarter
red	tulip	umbrella
wagon	yo-yo	
- Sound-Spelling Card 18

REVIEW LI

Use ABC Rhyme Time Display p. 17. Point to the letters LI at the top of the page. The name for both of these letters is l. This is capital L and this is lowercase l.

Point to examples of l on the page. Have children trace the letters L and l in the palms of their hands with their fingers.



ABC Rhyme Time

Phonemic Awareness

REVIEW /l/

- Say the sound /l/. Ask children to repeat /l/ several times. Display the card for lake. This is a lake. The first sound in lake is /l/. Say it with me: /l/, lake. What sound does lake begin with?
- Display cards for ladybug, egg, goose, yo-yo, lamp. Name each picture. Ask children to identify which pictures begin with the sound /l/.
- I am going to say some sounds. Listen as I blend the sounds together to make a word. /l/ /a/ /m/, lamb. Now you try. Have children blend sounds to make these words.

/l/ /a/ /p/ lap	/l/ /ā/ /t/ late	/l/ /a/ /s/ /t/ last
/l/ /ē/ /k/ leak	/l/ /ē/ /n/ lean	/l/ /u/ /m/ /p/ lump

Monitor Progress

Check Sound Fluency /l/

Identify initial /l/ Show picture cards nose, tulip, and loaf. Which picture begins with /l/? That's right, loaf begins with /l/. Continue with leaf, octopus, puzzle; lemon, red, umbrella; quarter, wagon, ladybug.

If... children cannot identify initial /l/,
then... say the words, emphasizing the first sound. Have them echo you.

**SUCCESS
PREDICTOR**

CONNECT /l/ to Ll

Use Sound-Spelling Card Display Card 18. This is a ladder. What is the first sound in *ladder*? /l/ *Ladder* begins with the letter *l*. The sound for *l* is /l/. Say it with me: /l/, *ladder*.

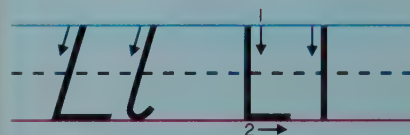


Read ABC Rhyme Time Read p. 17. Point to each word as you read it. Reread slowly and tell children to lift their hand each time they hear the sound /l/. Then have children count the words that begin with /l/.

Practice Show letter cards for all letter-sounds that have been reviewed, and ask children to say the sound for each letter. Have children draw a picture in their alphabet books that begins with the sound /l/. After Handwriting, they can add the letters *Ll*.

HANDWRITING Ll

Write *L*. Watch as I trace the capital *L* with my finger. Follow and describe the strokes pictured. Now you write *L*. Repeat with lowercase *l*. Have children practice writing *L* and *l*. Ask them to circle their best *Ll*'s.



High-Frequency Words *like with*

ROUTINE

- Say and Spell** Write the word *like*. This word is *like*, l-i-k-e, *like*. What is this word? What are the letters in this word?
- Identify Familiar Letter-Sounds** Point to the *l* in *like*. What is the first letter in *like*? What is the sound for this letter? (*l*, /l/)
- Demonstrate Meaning** Write the sentence *I like the _____*. Have children take turns reading the sentence and choosing a picture card to complete the sentence. Have them point to each word as they read.

Repeat the routine with the word *with*. *With* has no reviewed letter-sounds. Use the sentence *We go with you*. Add the words to the Word Wall.

Monitor Progress

Phonics

If... children do not connect /l/ to <i>Ll</i> ,	then... reteach the lesson including more examples of /l/.
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Monitor Progress

High-Frequency Words

If... children have difficulty reading these words,	then... have them practice saying and spelling the words. Then have them practice in pairs with word cards for all the reviewed high-frequency words.
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- Recognize letters Mm.
- Match sound /m/ to letter m.
- Read high-frequency words my and here.
- Write letters Mm.

Materials

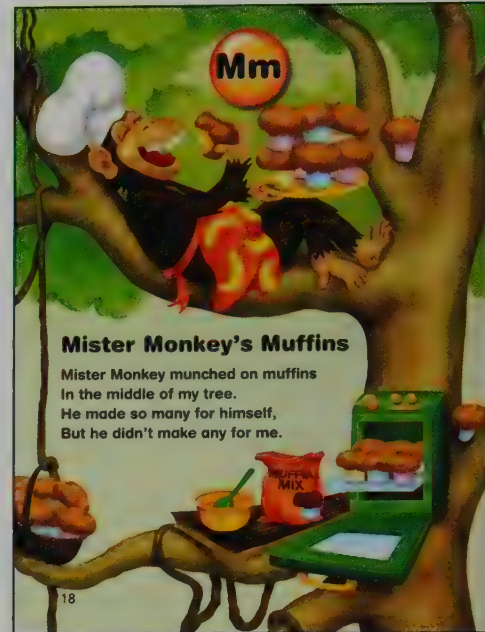
- ABC Rhyme Time, p. 18
- Picture Cards

cloud	dress	frog
igloo	man	map
mask	mitten	moon
moose	mop	net
olive	pig	queen
rock	snake	ten
- Sound-Spelling Card 19

REVIEW Mm

Use ABC Rhyme Time Display p. 18. Point to the letters Mm at the top of the page. The name for both of these letters is m. This is capital M and this is lowercase m.

Point to examples of m on the page. Have children trace the letters M and m on their desks with a finger.



ABC Rhyme Time

Phonemic Awareness

REVIEW /m/

- Say the sound /m/. Ask children to repeat /m/ several times. Display the card for man. This is a man. The first sound in man is /m/. Say it with me: /m/, man. What sound does man begin with?
- Display cards for cloud, map, mask, ten, rock. Name each picture. Ask children to identify which pictures begin with the sound /m/.
- I am going to say some sounds. Listen as I blend the sounds together to make a word: /m/ /a/ /d/, mad. Now you try. Have children blend sounds to make these words.

/m/ /ī/ /s/ mice /m/ /ā/ /l/ mail /m/ /u/ /s/ /t/ must
/m/ /e/ /n/ /d/ mend /m/ /ī/ /n/ /d/ mind /m/ /e/ /s/ mess

Monitor Progress

Check Sound Fluency /m/

Identify initial /m/ Show picture cards dress, mitten, and pig. Which picture begins with /m/? That's right, mitten begins with /m/. Continue with net, frog, moon; moose, olive, snake; igloo, queen, mop.

If... children cannot identify initial /m/,
then... say the words, emphasizing the first sound. Have them echo you.

SUCCESS
PREDICTOR

Phonics

CONNECT /m/ to Mm

Use Sound-Spelling Card Display Card 19. Cover -mb on the card. These are mountains. What is the first sound in mountains? /m/ Mountains begins with the letter m. The sound for m is /m/. Say it with me: /m/, mountains.

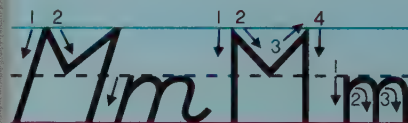
Read ABC Rhyme Time Read p. 18. Point to each word as you read it. Reread slowly and tell children to touch their mouth when they hear the sound /m/. Have children count words that begin with m/m/.

Practice Show letter cards for all letter-sounds that have been reviewed; ask children to say the sound for each letter. Have children draw a picture that begins with the sound /m/ in their alphabet books. They can add the letters Mm after Handwriting.



HANDWRITING Mm

Write M. Watch as I trace the capital M with my finger. Follow and describe the strokes pictured. Now you write M on your paper. Repeat with lowercase m. Have children practice writing M and m. Ask them to circle their best Mm's.



High-Frequency Words my here

ROUTINE

- Say and Spell** Write the word *my*. This word is *my*, m-y, *my*. What is this word? What are the letters in this word?
- Identify Familiar Letter-Sounds** Point to the *m* in *my*. What is the first letter in *my*? What is the sound for this letter? (*m*, /m/)
- Demonstrate Meaning** Write the sentences *I like my* _____. *I have my* _____. Have children take turns reading the sentences and choosing a picture card to complete the sentences. Have them point to each word as they read.

Repeat the routine with the word *here* and the letter-sound *h*/h/. Use the sentence *I am here*. Add the words to the Word Wall.

Monitor Progress

Phonics

If... children do not connect /m/ to Mm,	then... reteach the lesson including more examples of m/m/.
---	--

Monitor Progress

High-Frequency Words

If... children have difficulty reading these words,	then... have them practice saying and spelling the words. Then have them practice in pairs with word cards for all the reviewed high-frequency words.
--	--

OBJECTIVES

- Recognize letters Nn.
- Match sound /n/ to letter n.
- Read high-frequency words green, yellow, and blue.
- Write letters Nn.

Materials

- ABC Rhyme Time, p. 19
- Picture Cards

bag	crayon	dog
elbow	glove	juice
mop	nest	net
nose	nut	rake
sled	stamp	truck
- Sound-Spelling Card 20

Letter Recognition Nn

REVIEW Nn

Use ABC Rhyme Time Display p. 19. Point to the letters Nn at the top of the page. The name for both of these letters is n. This is capital N and this is lowercase n.

Point to examples of n on the page. Have children trace the letters N and n on their desks with their fingers.



Neighbor Newt

My next-door neighbor is a little newt.
He wears a necktie and a suit.
He nibbles nuts and nice, fresh fruit.
At night he normally plays the flute.
I think he's neat and very cute,
My next-door neighbor, the little newt.

ABC Rhyme Time

Phonemic Awareness

REVIEW /n/

- Say the sound /n/. Ask children to repeat /n/ several times. Display the card for *nest*. This is a nest. The first sound in *nest* is /n/. Say it with me: /n/, nest. What sound does *nest* begin with?
- Display cards for *crayon*, *net*, *nose*, *sled*, *glove*. Name each picture. Ask children to identify which pictures begin with the sound /n/.
- I am going to say some sounds. Listen as I blend the sounds together to make a word: /n/ /o/ /d/, *nod*. Now you try. Have children blend sounds to make these words.

/n/ /ā/ /m/ name	/n/ /a/ /p/ nap	/n/ /o/ /t/ not
/n/ /ī/ /n/ nine	/n/ /e/ /s/ /t/ nest	/n/ /u/ /t/ nut

Monitor Progress

Check Sound Fluency /n/

Identify initial /n/ Show picture cards *nut*, *rake*, and *bag*. Which picture begins with /n/? That's right, *nut* begins with /n/. Continue with *mop*, *net*, *dog*; *stamp*, *nose*, *elbow*; *nest*, *truck*, *juice*.

If... children cannot identify initial /n/,
then... say the words, emphasizing the first sound. Have them echo you.

SUCCESS
PREDICTOR

Phonics

CONNECT /n/ to Nn

Use Sound-Spelling Card Display Card 20. Cover *kn* and *gn* on the card. This is a nurse. What is the first sound in *nurse*? /n/ *Nurse* begins with the letter *n*. The sound for *n* is /n/. Say it with me: /n/, *nurse*.

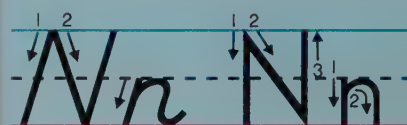


Read ABC Rhyme Time Read p. 19. Point to each word as you read it. Reread slowly and tell children to touch their noses each time they hear the sound /n/. Have children count words that begin with *n/n/*.

Practice Show letter cards for all letter-sounds that have been reviewed; ask children to say the sound for each letter. Have children draw a picture that begins with the sound /n/ in their alphabet books. They can add the letters *Nn* after Handwriting.

HANDWRITING Nn

Write *N*. Watch as I trace the capital *N* with my finger. Follow and describe the strokes pictured. Now you write *N*. Repeat with lowercase *n*. Have children practice writing *N* and *n*. Ask them to circle their best *Nn*'s.



High-Frequency Words

green yellow blue

ROUTINE

- Say and Spell** Write the word *green*. This word is *green*, *g-r-e-e-n*, *green*. What is this word? What are the letters in this word?
- Identify Familiar Letter-Sounds** Point to the *g* in *green*. What is the first letter in *green*? What is the sound for this letter? (*g*, /g/) Continue with *n*, the last letter in *green*.
- Demonstrate Meaning** Write the sentences *I see a green _____*. *I have a green _____*. Have children take turns reading the sentences as they point to each word and choosing picture cards to complete them.

Repeat the routine with the words *yellow* and *blue* and the letter-sounds *l/l/* in *yellow* and *bl/bl/* in *blue*. Use the sentence *I see a yellow/blue _____*. Add the words to the Word Wall.

Monitor Progress

Phonics

If... children do not connect /n/ to *Nn*,

then... reteach the lesson including more examples of *n/n/*.

Monitor Progress

High-Frequency Words

If... children have difficulty reading these words,

then... have them practice saying and spelling the words. Then have them practice in pairs with word cards for all the reviewed high-frequency words.

OBJECTIVES

- Recognize letters Oo, Pp.
- Match sound /p/ to letter p.
- Read high-frequency words is and he.
- Write letters Oo, Pp.

Materials

- ABC Rhyme Time, pp. 20, 21
- Picture Cards

bat	carrot
desk	elephant
goat	kangaroo
pail	pan
pen	pig
pillow	pocket
puzzle	red
taxi	top
van	yak
- Sound-Spelling Card 28

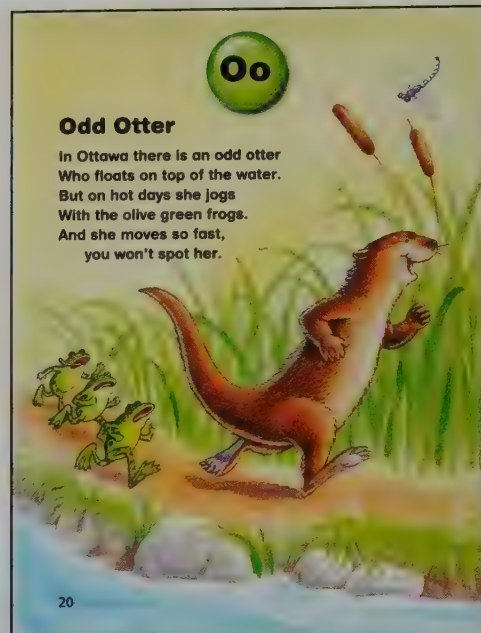
Letter Recognition Oo, Pp

REVIEW Oo, Pp

Use ABC Rhyme Time Display p. 20. Point to the letters Oo at the top of the page. **The name for both of these letters is o. This is capital O and this is lowercase o.**

Read the rhyme on p. 20. Point to examples of o on the page. Have children trace the letters O and o in the air.

Continue with p. 21, pointing to and naming letter Pp. The rhyme will be read later in the lesson.



Odd Otter

In Ottawa there is an odd otter
Who floats on top of the water.
But on hot days she jogs
With the olive green frogs.
And she moves so fast,
you won't spot her.

ABC Rhyme Time

Phonemic Awareness

REVIEW /p/

- Say the sound /p/. Ask children to repeat /p/ several times. Display the card for *pail*. **This is a pail. The first sound in pail is /p/. Say it with me: /p/, pail. What sound does pail begin with?**
- Display cards for *bat*, *pan*, *elephant*, *pillow*, *taxi*. Name each picture. Ask children to identify which pictures begin with the sound /p/.
- I am going to say a word. Then I will separate the word into its sounds. Listen as I say the sounds: *pop*, /p/ /o/ /p/. Now you try. Use these words.

pick /p/ /i/ /k/
paint /p/ /ā/ /n/ /t/
paste /p/ /ā/ /s/ /t/

page /p/ /ā/ /j/
plate /p/ /l/ /ā/ /t/
pant /p/ /a/ /n/ /t/

Porcupines and Pies

If porcupines could bake three pies,
Then what would those pies be?
Peach for Pearl and pear for Earl
And pumpkin pie for me.

ABC Rhyme Time

Monitor Progress

Check Sound Fluency /p/

Identify initial /p/ Show picture cards *yak*, *pen*, and *desk*. **Which picture begins with /p/? That's right, pen begins with /p/. Continue with pig, goat, red; kangaroo, carrot, pocket; top, van, puzzle.**

If... children cannot identify initial /p/,
then... say the words, emphasizing the first sound. Have them echo you.

SUCCESS
PREDICTOR

CONNECT /p/ to Pp

Use Sound-Spelling Card Display Card 28. This is a pilot. What is the first sound in *pilot*? /p/ Pilot begins with the letter *p*. The sound for *p* is /p/. Say it with me: /p/, pilot.



Read ABC Rhyme Time Read p. 21, pointing to each word. Reread slowly and tell children to point each time they hear the sound /p/. Then have children count the words that begin with *p/p/*.

Practice Use letter cards to review all letter-sounds; ask children to say the sound for each letter. Have children draw a picture of an otter on one page in their alphabet books and a picture that begins with /p/ on the next page. After Handwriting, they can add *Oo* and *Pp* to the pages.

HANDWRITING Oo, Pp

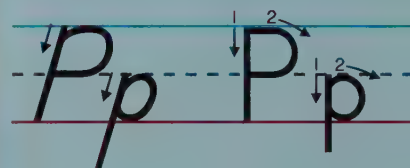
Write *O*. Watch as I trace the capital *O* with my finger. Follow and describe the strokes pictured. Now you write *O*. Repeat with lowercase *o*. Have children practice writing *O* and *o*. Ask them to circle their best *Oo*'s. Repeat with *Pp*.

Monitor Progress

Phonics

If... children do not connect /p/ to *Pp*,

then... reteach the lesson including more examples of *p/p/*.



High-Frequency Words is he

ROUTINE

1 Say and Spell Write the word *is*. This word is *is*, *i-s*, *is*. What is this word? What are the letters in this word?

2 Identify Familiar Letter-Sounds Children have not reviewed the sounds for *is* /i/ /z/.

3 Demonstrate Meaning Write the sentence *Here is the _____*. Have children take turns reading the sentence as they point to each word and choosing a picture card to complete it.

Repeat the routine with the word *he*. Have children identify the letter-sound *h/h/*. Use the sentence *He is _____*. Encourage children to complete the sentence with a verb (*running, jumping, and so on*). Add the words to the Word Wall.

Monitor Progress

High-Frequency Words

If... children have difficulty reading these words,

then... have them practice saying and spelling the words. Then have them practice in pairs with word cards for all the reviewed high-frequency words.

OBJECTIVES

- Recognize letters Qq.
- Match sounds /kw/ to letters *qu*.
- Read high-frequency words *me* and *was*.
- Write letters Qq.

Materials

- ABC Rhyme Time, p. 22
- Picture Cards
 - black* *crab*
 - dress* *flashlight*
 - gum* *quarter*
 - queen* *quilt*
 - roof* *spoon*
 - web*
- Sound-Spelling Card 29

Letter Recognition Qq

REVIEW Qq

Use ABC Rhyme Time Display p. 22. Point to the letters Qq at the top of the page. The name for both of these letters is *q*. This is capital Q and this is lowercase *q*.

Q is a special letter because it usually is with its buddy *u*. *Q* words usually begin with *q* and *u*. Point to examples of *qu* on the page. Have children trace the *Q* and *q* quietly in the air.



ABC Rhyme Time

Phonemic Awareness

REVIEW /kw/

- Say the sounds /kw/. Ask children to repeat /kw/ several times. Display the card for *queen*. This is a *queen*. The first sounds in *queen* are /kw/. Say it with me: /kw/, *queen*. What sounds does *queen* begin with?
- Display cards for *spoon*, *quarter*, *dress*, *quilt*, *gum*. Name each picture. Ask children to identify which pictures begin with /kw/.
- I am going to say a word. Then you will take turns saying words that rhyme with it. If I say *quit*, you could say *fit*, *bit*, or *sit*. Use these words.
 - quail* (*fail, hail, jail, mail, nail, pail, rail, sail, tail, trail*)
 - quake* (*bake, cake, fake, flake, lake, make, rake, sake, shake, take, wake*)
 - quick* (*brick, chick, lick, knick, pick, sick, stick, slick, tick*)

Monitor Progress

Check Sound Fluency /kw/

Identify initial /kw/ Show picture cards *black*, *quarter*, and *spoon*. Which picture begins with /kw/? That's right, *quarter* begins with /kw/. Continue with *queen*, *roof*, *crab*; *web*, *flashlight*, *quilt*.

If... children cannot identify initial /kw/,
then... say the words, emphasizing the first sound. Have them echo you.

SUCCESS
PREDICTOR

CONNECT /kw/ to qu

Use Sound-Spelling Card Display Card 29. This is a quilt. What are the first sounds in *quilt*? /kw/ *Quilt* begins with the letters *qu*. The sounds for *qu* are /kw/. Say them with me: /kw/, *quilt*.

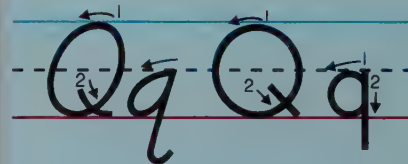


Read ABC Rhyme Time Read p. 22. Point to each word as you read it. Reread slowly and tell children to quickly blink each time they hear /kw/. Then have children count the words that begin with *qu*/kw/.

Practice Show letter cards for all letter-sounds that have been reviewed; ask children to say the sound for each letter. Have children draw a picture that begins with /kw/ in their alphabet books. After Handwriting, they can add the letters *Qq*.

HANDWRITING Qq

Write *Q*. Watch as I trace the capital *Q* with my finger. Follow and describe the strokes pictured. Now you write *Q*. Repeat with lowercase *q*. Have children practice writing *Q* and *q*. Ask them to circle their best *Qq*'s.



High-Frequency Words *me was*

ROUTINE

- Say and Spell** Write the word *me*. This word is *me*, *m-e*, *me*. What is this word? What are the letters in this word?
- Identify Familiar Letter-Sounds** Point to the *m* in *me*. What is the first letter in *me*? What is the first sound in *me*? (*m*, /m/)
- Demonstrate Meaning** Write the sentence *Come with me*. Have children take turns reading the sentence as they point to each word.

Repeat the routine with the word *was*. *Was* has no reviewed letter-sounds. Use the sentence *He was with _____*. Have children complete the sentence with their names. Add the words to the Word Wall.

Monitor Progress

Phonics

If... children do not connect /kw/ to *qu*,

then... reteach the lesson including more examples of *qu*/kw/.

Monitor Progress

High-Frequency Words

If... children have difficulty reading these words,

then... have them practice saying and spelling the words. Then have them practice in pairs with word cards for all the reviewed high-frequency words.

- Recognize letters *Rr*.
- Match sound /r/ to letter *r*.
- Read high-frequency words for and she.
- Write letters *Rr*.

Materials

- ABC Rhyme Time, p. 23

- Picture Cards

ant	boat	caterpillar
desk	doll	nest
rabbit	rake	red
robin	rock	roof
rug	snail	up
wagon	wolf	yellow

- Sound-Spelling Card 30

Letter Recognition *Rr*

REVIEW *Rr*

Use ABC Rhyme Time Display p. 23. Point to the letters *Rr* at the top of the page. The name for both of these letters is *r*. This is capital *R* and this is lowercase *r*.

Point to examples of *r* on the page. Have children trace the letters *R* and *r* on their desks with their fingers.



ABC Rhyme Time

Phonemic Awareness

REVIEW /r/

- Say the sound /r/. Ask children to repeat /r/ several times. Display the card for *rabbit*. This is a rabbit. The first sound in *rabbit* is /r/. Say it with me: /r/, *rabbit*. What sound does *rabbit* begin with?
- Display cards for *rake*, *wagon*, *red*, *caterpillar*, *desk*. Name each picture. Ask children to identify which pictures begin with the sound /r/.
- I am going to say a word. Then I will separate the word into sounds. Listen as I separate the word: *run*, /r/ /u/ /n/. Now you try. Use these words.

rode /r/ /ō/ /d/

rent /r/ /e/ /n/ /t/

risk /r/ /i/ /s/ /k/

ran /r/ /a/ /n/

raft /r/ /a/ /f/ /t/

rest /r/ /e/ /s/ /t/

Monitor Progress

Check Sound Fluency /r/

Identify Initial /r/ Show picture cards *up*, *robin*, and *snail*. Which picture begins with /r/? That's right, *robin* begins with /r/. Continue with *yellow*, *wolf*, *rug*; *rock*, *doll*, *nest*; *roof*, *ant*, *boat*.

If... children cannot identify initial /r/,
then... say the words, emphasizing the first sound. Have them echo you.

**SUCCESS
PREDICTOR**

CONNECT /r/ to Rr

Use Sound-Spelling Card Display Card 30. Cover *wr* on the card. This is a rocket. What is the first sound in *rocket*? /r/ *Rocket* begins with the letter *r*. The sound for *r* is /r/. Say it with me: /r/, *rocket*.

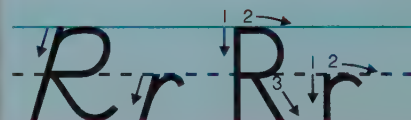


Read ABC Rhyme Time Read p. 23. Point to each word as you read it. Reread slowly and tell children to roar each time they hear the sound /r/. Then have children count the words that begin with r/r/.

Practice Show letter cards for all letter-sounds that have been reviewed, and ask children to say the sound for each letter. Have children draw a picture that begins with the sound /r/ in their alphabet books. After Handwriting, they can add *Rr* to the page.

HANDWRITING Rr

Write *R*. Watch as I trace the capital *R* with my finger. Follow and describe the strokes pictured. Now you write *R*. Repeat with lowercase *r*. Have children practice writing *R* and *r*. Ask them to circle their best *Rr*'s.



High-Frequency Words for she

ROUTINE

1 Say and Spell Write the word *for*. This word is *for*, f-o-r, *for*. What is this word? What are the letters in this word?

2 Identify Familiar Letter-Sounds Point to the *f* in *for*. What is the first letter in *for*? What is the first sound in *for*? (f, /f/) Continue with *r*, the last letter.

3 Demonstrate Meaning Write the sentence *Look for the _____*. Have children take turns reading the sentence while pointing to each word and choosing a picture card to complete the sentence.

Repeat the routine with the word *she*. *She* has no reviewed letter-sounds. Use the sentence *She is _____*. Encourage children to complete the sentence with a verb (*running, jumping*, and so on). Add the words to the Word Wall.

Monitor Progress

Phonics

If... children do not connect /r/ to *Rr*,

then... reteach the lesson including more examples of r/r/.

Monitor Progress

High-Frequency Words

If... children have difficulty reading these words,

then... have them practice saying and spelling the words. Then have them practice in pairs with word cards for all the reviewed high-frequency words.

- Recognize letters Ss.
- Match sound /s/ to letter s.
- Read high-frequency words said and to.
- Write letters Ss.

Materials

- ABC Rhyme Time, p. 24
- Picture Cards

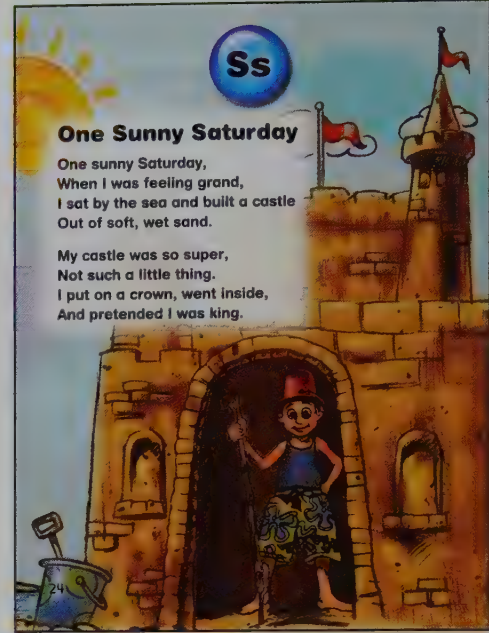
bat	cloud
feather	flag
garden	juice
kitten	pail
rug	sandcastle
seal	six
slide	snake
sock	sun
tiger	zipper
- Sound-Spelling Card 31

Letter Recognition Ss

REVIEW Ss

Use ABC Rhyme Time Display p. 24. Point to the letters Ss at the top. The name for both of these letters is s. This is capital S and this is lowercase s.

Point to examples of s on the page. Have children trace the letters S and s slowly in the palms of their hands with their fingers.



ABC Rhyme Time

Phonemic Awareness

REVIEW /s/

- Say the sound /s/. Ask children to repeat /s/ several times. Display the card for seal. This is a seal. The first sound in seal is /s/. Say it with me: /s/, seal. What sound does seal begin with?
- Display cards for feather, sandcastle, snake, juice, garden. Name each picture. Ask children to identify which pictures begin with the sound /s/. Have them name other words that begin with /s/.
- I am going to say a word. Then I will separate the word into sounds. Listen as I separate the word: sad, /s/ /a/ /d/. Now you try. Use these words.

sun /s/ /u/ /n/

sand /s/ /a/ /n/ /d/

smoke /s/ /m/ /o/ /k/

safe /s/ /ā/ /f/

skin /s/ /k/ /i/ /n/

stop /s/ /t/ /o/ /p/

Monitor Progress

Check Sound Fluency /s/

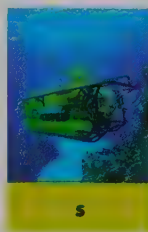
Identify initial /s/ Show picture cards flag, six, and kitten. Which picture begins with /s/? That's right, six begins with /s/. Continue with sun, pail, zipper; bat, slide, tiger; sock, cloud, rug.

If... children cannot identify initial /s/,
then... say the words, emphasizing the first sound. Have them echo you.

SUCCESS
PREDICTOR

CONNECT /s/ to Ss

Use Sound-Spelling Card Display Card 31. Cover *ce*, *ci*, and *cy* on the card. This is a submarine. What is the first sound in *submarine*? /s/ *Submarine* begins with the letter *s*. The sound for *s* is /s/. Say it with me: /s/. *submarine*.

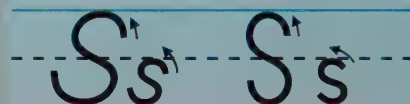


Read ABC Rhyme Time Read p. 24, pointing to each word. Reread slowly and tell children to slap their desks each time they hear the sound /s/. Then have children count the words that begin with *s/s/*.

Practice Use letter cards to review all letter-sounds; ask children to say the sound for each letter. Have children draw a picture that begins with the sound /s/ in their alphabet books. After Handwriting, they can add the letters *Ss*.

HANDWRITING Ss

Write *S*. Watch as I trace the capital *S* with my finger. Follow and describe the strokes pictured. Now you write *S*. Repeat with lowercase *s*. Have children practice writing *S* and *s*. Ask them to circle their best *Ss*'s.



High-Frequency Words *said to*

ROUTINE

1 Say and Spell Write the word *said*. This word is *said*, *s-a-i-d*, *said*. What is this word? What are the letters in this word?

2 Identify Familiar Letter-Sounds Point to the *s* in *said*. What is the first letter in *said*? What is the sound for this letter? (*s*, /s/) Continue with *d*, the last letter.

3 Demonstrate Meaning Write the sentence *He said, "Look!"* Point out the quotation marks and tell children that words between quotation marks are words someone is saying. Explain that the exclamation mark at the end shows excitement. Have children take turns reading the sentence as they point to each word.

Repeat the routine with the word *to*. *To* has no reviewed letter-sounds. Use the sentence *She said, "Come to the ____!"* Have children complete the sentence with a noun (*window*, *circus*, and so on). Add the words to the Word Wall.

Monitor Progress

Phonics

If... children do not connect /s/ to *Ss*,

then... reteach the lesson including more examples of *s/s/*.

Monitor Progress

High-Frequency Words

If... children have difficulty reading these words,

then... have them practice saying and spelling the words. Then have them practice in pairs with word cards for all the reviewed high-frequency words.

OBJECTIVES

- Recognize letters Tt.
- Match sound /t/ to letter t.
- Read high-frequency words one, two, and three.
- Write letters Tt.

Materials

- ABC Rhyme Time, p. 25
- Picture Cards

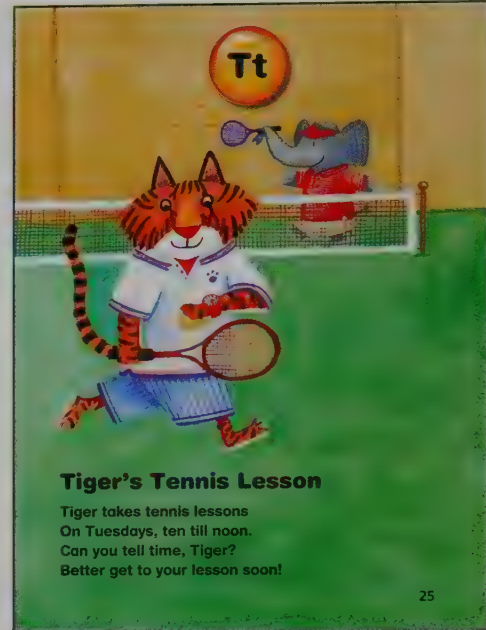
bed	desk	dog
feather	house	inch
kitten	pan	pocket
quilt	taxi	ten
tent	tiger	toes
truck	tulip	van
- Sound-Spelling Card 33

Letter Recognition Tt

REVIEW Tt

Use ABC Rhyme Time Display p. 25. Point to the letters Tt at the top of the page. The name for both of these letters is t. This is capital T and this is lowercase t.

Point to examples of t on the page. Have children trace the letters T and t in the air.



ABC Rhyme Time

Phonemic Awareness

REVIEW /t/

- Say the sound /t/. Ask children to repeat /t/ several times. Display the card for *tulip*. This is a tulip. The first sound in *tulip* is /t/. Say it with me: /t/, tulip. What sound does *tulip* begin with?
- Display cards for *taxi*, *house*, *ten*, *desk*, *feather*. Name each picture. Ask children to identify which pictures begin with the sound /t/.
- I am going to say a word. I will say each sound in the word and then blend the sounds together. Listen: tap, /t/ /a/ /p/, tap. Now you try. Use these words.

time /t/ /ī/ /m/

tip /t/ /i/ /p/

test /t/ /e/ /s/ /t/

tent /t/ /e/ /n/ /t/

toast /t/ /ō/ /s/ /t/

trap /t/ /r/ /a/ /p/

Monitor Progress

Check Sound Fluency /t/

Identify initial /t/ Show picture cards *dog*, *pocket*, and *tent*. Which picture begins with /t/? That's right, *tent* begins with /t/. Continue with *tiger*, *quilt*, *kitten*; *bed*, *inch*, *toes*; *pan*, *truck*, *van*.

If... children cannot identify initial /t/,

then... say the words, emphasizing the first sound. Have them echo you.

SUCCESS
PREDICTOR

CONNECT /t/ to Tt

Use Sound-Spelling Card Display Card 33. This is a tiger. What is the first sound in *tiger*? /t/ *Tiger* begins with the letter *t*. The sound for *t* is /t/. Say it with me: /t/, *tiger*.

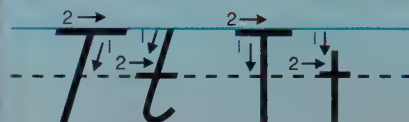


Read ABC Rhyme Time Read p. 25, pointing to each word. Reread slowly and tell children to tap their feet each time they hear the sound /t/. Then have children count the words that begin with t/t/.

Practice Use letter cards to review all letter-sounds; ask children to say the sound for each letter. Then have them draw a picture that begins with the sound /t/ in their alphabet books. After Handwriting, they can add the letters Tt.

HANDWRITING Tt

Write *T*. Watch as I trace the capital *T* with my finger. Follow and describe the strokes pictured. Now you write *T*. Repeat with lowercase *t*. Have children practice writing *T* and *t*. Ask them to circle their best Tt's.



High-Frequency Words

one two three

ROUTINE

1 Say and Spell Write the word *one*. This word is *one*, o-n-e, *one*. What is this word? What are the letters in this word?

2 Identify Familiar Letter-Sounds Point to the letter *n* in *one*. What is this letter? What is the sound for this letter? (*n*, /n/)

3 Demonstrate Meaning Write the sentence *I see one* _____. Have children take turns reading the sentence while pointing to each word and choosing a picture card to complete it.

Repeat the routine with the words *two* and *three*. Have children identify letter-sounds t/t/ in *two* and r/r/ in the middle of *three*. Use the sentences *I see two/three* _____. Add the words to the Word Wall.

Monitor Progress

Phonics

If... children do not connect/t/ to Tt,

then... reteach the lesson including more examples of t/t/.

Monitor Progress

High-Frequency Words

If... children have difficulty reading these words,

then... have them practice saying and spelling the words. Then have them practice in pairs with word cards for all the reviewed high-frequency words.

OBJECTIVES

- Recognize letters *Uu*, *Vv*.
- Match sound /v/ to letter *v*.
- Read high-frequency words *four* and *five*.
- Write letters *Uu*, *Vv*.

Materials

- ABC Rhyme Time, pp. 26, 27
- Picture Cards

<i>block</i>	<i>cat</i>	<i>fan</i>
<i>fox</i>	<i>goose</i>	<i>jet</i>
<i>kite</i>	<i>mug</i>	<i>robin</i>
<i>sled</i>	<i>tub</i>	<i>vacuum</i>
<i>van</i>	<i>vase</i>	<i>vest</i>
- Sound-Spelling Card 39

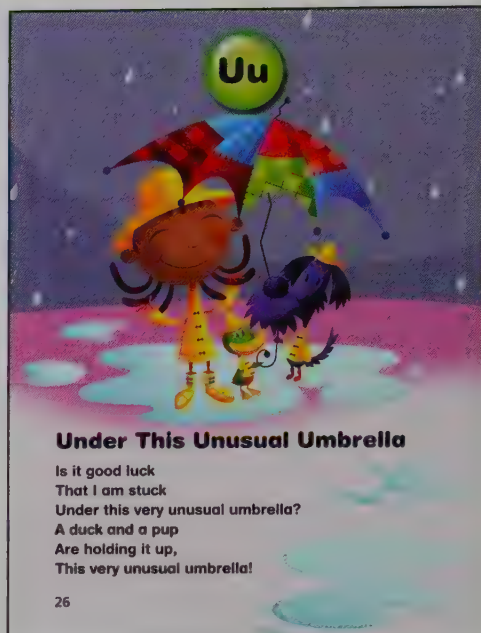
Letter Recognition *Uu*, *Vv*

REVIEW *Uu*, *Vv*

Use ABC Rhyme Time Display p. 26. Point to the letters *Uu* at the top of the page. The name for both of these letters is *u*. This is capital *U* and this is lowercase *u*.

Read the rhyme on p. 26. Point to examples of *u* on the page. Have individuals find other *Uu*'s. Have children trace the letters *U* and *u* under their desks with a finger.

Continue with p. 27, pointing to and naming letter *Vv*. The *Vv* rhyme will be read later in the lesson.



ABC Rhyme Time

Phonemic Awareness

REVIEW /v/

- Say the sound /v/. Ask children to repeat /v/ several times. Display the card for *van*. This is a *van*. The first sound in *van* is /v/. Say it with me: /v/, *van*. What sound does *van* begin with?
- Display cards for *mug*, *goose*, *vacuum*, *fan*, *vase*. Name each picture. Ask children to identify which pictures begin with the sound /v/.
- I am going to say a word. I will say each sound in the word and then blend the sounds together. Listen: *vet*, /v/ /e/ /t/, *vet*. Now you try. Use these words.

vote /v/ /ō/ /t/

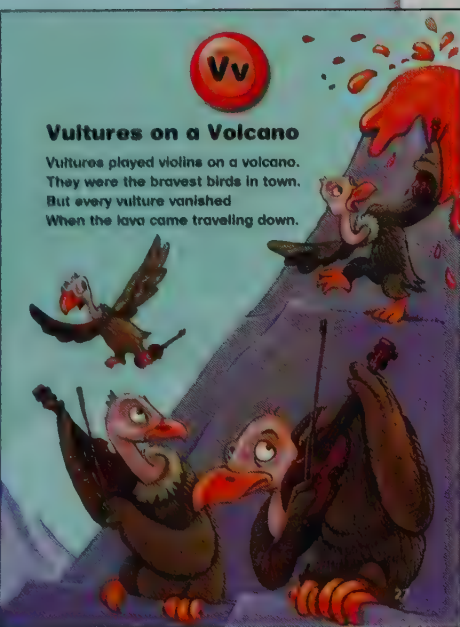
vent /v/ /e/ /n/ /t/

van /v/ /a/ /n/

vine /v/ /ī/ /n/

vest /v/ /e/ /s/ /t/

vet /v/ /e/ /t/



ABC Rhyme Time

Monitor Progress

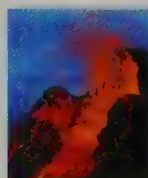
Check Sound Fluency /v/

Identify initial /v/ Show picture cards *fox*, *cat*, and *vest*. Which picture begins with /v/? That's right, *vest* begins with /v/. Continue with *block*, *vacuum*, *sled*; *van*, *jet*, *kite*; *vase*, *robin*, *tub*.

If... children cannot identify initial /v/,
then... say the words, emphasizing the first sound. Have them echo you.

CONNECT /v/ to Vv

Use Sound-Spelling Card Display Card 39. This is a volcano. What is the first sound in *volcano*? /v/ *Volcano* begins with the letter v. The sound for v is /v/. Say it with me: /v/, *volcano*.



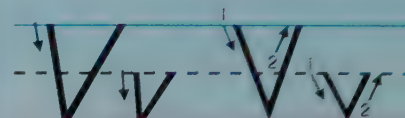
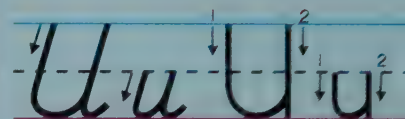
Read ABC Rhyme Time Read p. 27, pointing to each word. Reread slowly and tell children to make a V-sign with their fingers each time they hear the sound /v/. Then have children count the words that begin with v/v/.

Practice Use letter cards to review all letter-sounds; have children say the sound for each letter. Then have them draw a picture of an umbrella on one page in their alphabet books and a picture beginning with /v/ on the next page. After Handwriting, they can add the letters Uu and Vv.

HANDWRITING Uu, Vv

Write U. Watch as I trace the capital U with my finger. Follow and describe the strokes pictured. Now you write U. Repeat with lowercase u. Have children practice writing U and u. Ask them to circle their best Uu's. Repeat with Vv.

Monitor Progress	
Phonics	
If... children do not connect /v/ to Vv,	then... reteach the lesson including more examples of v/v/.



High-Frequency Words *four five*

ROUTINE

1 Say and Spell Write the word *four*. This word is *four*, f-o-u-r, *four*. What is this word? What are the letters in this word?

2 Identify Familiar Letter-Sounds Point to the *f* in *four*. What is the first letter in *four*? What is the sound for this letter? (f, /f/) Continue with *r*, the last letter.

3 Demonstrate Meaning Write the sentence *I see four _____*. Have children take turns reading the sentence while pointing to each word and choosing a picture card to complete the sentence.

Repeat the routine with the word *five*. Have children identify the letter-sounds *f/f/* and *v/v/*. Use the sentence *I see five _____*. Add the words to the Word Wall.

Monitor Progress	
High-Frequency Words	
If... children have difficulty reading these words,	then... have them practice saying and spelling the words. Then have them practice in pairs with word cards for all the reviewed high-frequency words.

OBJECTIVES

- Recognize letters Ww, Xx.
- Match sound /w/ to letter w and sounds /ks/ to letter x.
- Read high-frequency words where and that.
- Write letters Ww, Xx.

Materials

- ABC Rhyme Time, pp. 28, 29
- Picture Cards

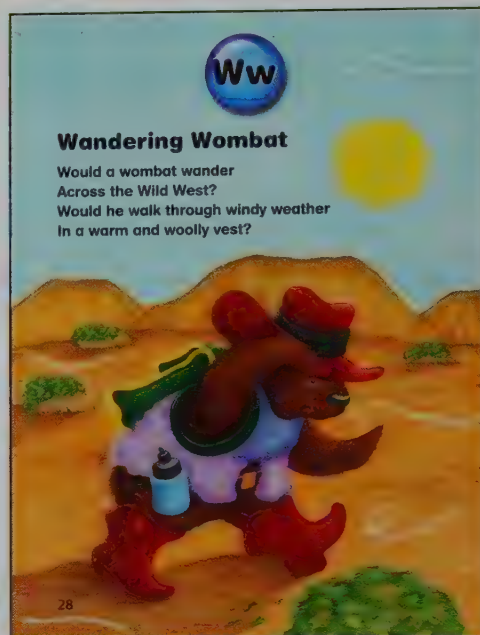
bed	box	cap
flag	fox	hose
inch	jet	mop
ox	pig	red
six	sled	soap
tub	up	wagon
web	wig	wolf
woman	zoo	
- Sound-Spelling Cards 40, 42

Letter Recognition Ww, Xx

REVIEW Ww, Xx

Use ABC Rhyme Time Display p. 28. Point to the letters Ww at the top. The name for these letters is w. This is capital W and lowercase w. Point to examples of w on the page. Have children draw wide Ww's in the air.

Repeat the routine with p. 29 for letter Xx.



ABC Rhyme Time

Phonemic Awareness

REVIEW /w/, /ks/

- Say the sound /w/. Ask children to repeat /w/ several times. Display the card for web. This is a web. The first sound in web is /w/. Say it with me: /w/, web. What sound does web begin with? Display cards for wig, red, pig, wolf, zoo. Name each picture. Ask children which pictures begin with the sound /w/.
- Say the sounds /ks/. Ask children to repeat /ks/. Display the card for fox. This is a fox. The last sounds in fox are /ks/. Say them with me: /ks/, fox. What sounds does fox end with? Using cards box, mop, flag, ox, inch, ask which end with /ks/.
- I will say the sounds in a word and you will blend the sounds to make a word. Listen: /w/ /a/ /g/, wag. Now you try. Have children blend sounds to make these words.

/w/ /ā/ /t/ wait /w/ /i/ /n/ /d/ wind /w/ /e/ /n/ /t/ went
/t/ /a/ /ks/ tax /m/ /i/ /ks/ mix /w/ /a/ /ks/ wax



ABC Rhyme Time

Monitor Progress

Check Sound Fluency /w/, /ks/

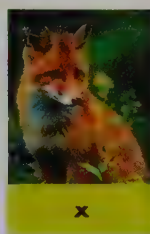
Identify initial /w/ and final /ks/ Show cards woman, tub, jet. Which picture begins with /w/? That's right, woman begins with /w/. Continue with up, soap, wagon. Follow the same routine for final /ks/, using cards bed, cap, six; hose, box, sled.

If... children cannot identify initial /w/ or final /ks/, **then...** say the words, emphasizing the initial or final sounds. Have them echo you.

Phonics

CONNECT /w/ to Ww and /ks/ to Xx

Use Sound-Spelling Cards Display Card 40. This is a waterfall. What is the first sound in waterfall? /w/ Waterfall begins with the letter w. The sound for w is /w/. Say it with me: /w/, waterfall. Repeat with Card 42, connecting Xx to the final sounds /ks/.

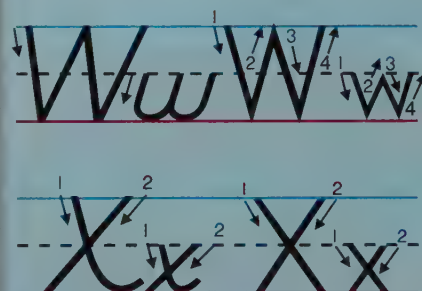


Read ABC Rhyme Time Read p. 28, pointing to each word. Reread slowly and tell children to wink each time they hear the sound /w/. Have children count words that begin with w/w/. Read p. 29. Have children look for words with x. They can clap each time they hear /ks/.

Practice Use letter cards to review all letter-sounds; ask children to say the sound for each letter. Have children draw pictures for initial /w/ and final /ks/ in their alphabet books. After Handwriting, they can add Ww and Xx to those pages.

HANDWRITING Ww, Xx

Write W. Watch as I trace the capital W with my finger. Follow and describe the strokes pictured. Now you write W. Repeat with lowercase w. Have children practice writing W and w. Ask them to circle their best Ww's. Repeat with Xx.



High-Frequency Words

where that

ROUTINE

- Say and Spell** Write the word *where*. This word is *where*, w-h-e-r-e, where. What is this word? What are the letters in this word?
- Identify Familiar Letter-Sounds** Point to the *r* in *where*. What is this letter? What is the sound for this letter? (*r*, /r/)
- Demonstrate Meaning** Write *Where are you?* Explain that the mark at the end of the sentence is a question mark. It shows that the sentence is asking a question. Model reading the question. Have children take turns reading the sentence as they point to each word.

Repeat the routine with the word *that*. Have children identify the final letter-sound *t*/t/. Use the sentence *That is a _____*. Add the words to the Word Wall.

Monitor Progress

Phonics

If... children do not connect /w/ to Ww and /ks/ to Xx,

then... reteach the lesson including more examples of w/w/ and x/ks/.

Monitor Progress

High-Frequency Words

If... children have difficulty reading these words,

then... have them say and spell the words before practicing in pairs with word cards for all the reviewed high-frequency words.

OBJECTIVES

- Recognize letters Yy, Zz.
- Match sound /y/ to letter y and sound /z/ to letter z.
- Read high-frequency words *what* and *of*.
- Write letters Yy, Zz.

Materials

- ABC Rhyme Time, pp. 30, 31
- Picture Cards

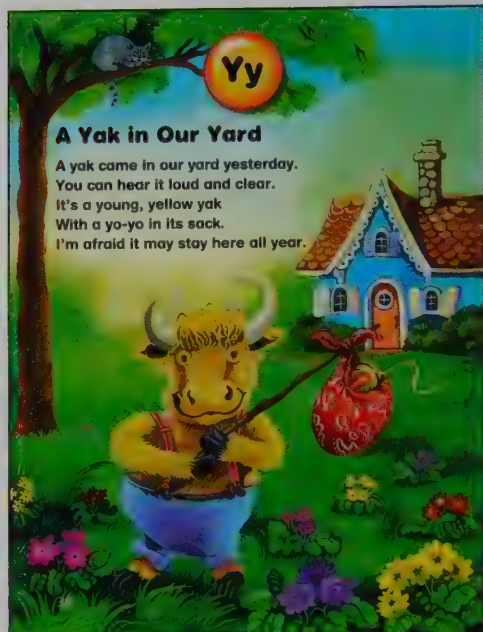
cat	crab	hat
jam	jet	loaf
net	queen	roof
soap	sock	taxi
top	wagon	yak
yarn	yellow	yo-yo
zebra	zigzag	zipper
zoo		
- Sound-Spelling Cards 43, 44

Letter Recognition Yy, Zz

REVIEW Yy, Zz

Use ABC Rhyme Time Display p. 30. Point to the letters Yy at the top. The name for both of these letters is y. This is capital Y and lowercase y. Point to examples of y on the page. Have children draw the letters Y and y in the air.

Repeat the routine with p. 31 for letter Zz.



ABC Rhyme Time

Phonemic Awareness

REVIEW /y/. /z/

- Say the sound /y/. Ask children to repeat /y/ several times. Display the card for yak. This is a yak. The first sound in yak is /y/. Say it with me: /y/, yak. What sound does yak begin with? Display cards for jam, yellow, queen, taxi, yarn. Name each picture. Ask which begin with the sound /y/.
- Say the sound /z/. Ask children to repeat /z/. Display the card for zebra. This is a zebra. The first sound in zebra is /z/. Say it with me: /z/, zebra. What sound does zebra begin with? Use picture cards cat, sock, zigzag, zipper, top; ask which begin with the sound /z/.
- Say the sounds in each word and then blend the sounds together. Listen: yes, /y/ /e/ /s/, yes. Now you try. Use these words.

yet /y/ /e/ /t/

yak /y/ /a/ /k/

yell /y/ /e/ /l/

zip /z/ /i/ /p/

zest /z/ /e/ /s/ /t/

zap /z/ /a/ /p/



Zigzag Zebra

The zebra played a zither
As her zinnias grew big.
She zigged and zagged around the zoo
And danced a crazy jig.

ABC Rhyme Time

Monitor Progress

Check Sound Fluency /y/. /z/

Identify initial /y/ and /z/ Show cards *net*, *yo-yo*, and *wagon*. Which picture begins with /y/? That's right, *yo-yo* begins with /y/. Continue with *yarn*, *jet*, *roof*. Follow the same routine for /z/, using cards *hat*, *soap*, *zigzag*; *zoo*, *crab*, *loaf*.

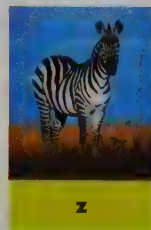
If... children cannot identify initial /y/ or /z/,
then... say the words, emphasizing the initial sound. Have them echo you.

Phonics

CONNECT /y/ to Yy and /z/ to Zz

Use Sound-Spelling Cards Display Card 43.

This is a yo-yo. What is the first sound in yo-yo? /y/ Yo-yo begins with the letter y. The sound for y is /y/. Say it with me: /y/, yo-yo. Repeat with Card 44, connecting Zz to the sound /z/. Cover s on the card.

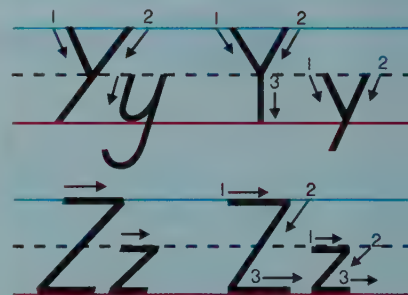


Read ABC Rhyme Time Read p. 30. Point to each word. Reread slowly and tell children to shout "Yay!" each time they hear the sound /y/. Have children count words that begin with y/y/. Read p. 31. Have children look for words with z. They can buzz each time they hear /z/.

Practice Show letter cards for all letter-sounds that have been reviewed, and ask children to say the sound for each letter. Have children draw pictures beginning with sounds /y/ and /z/ in their alphabet books. After Handwriting, they can add the letters Yy and Zz.

HANDWRITING Yy, Zz

Write Y. Watch as I trace the capital Y with my finger. Follow and describe the strokes pictured. Now you write Y on your paper. Repeat with lower-case y. Have children practice writing Y and y. Ask them to circle their best Yy's. Repeat with Zz.



High-Frequency Words what of

ROUTINE

- Say and Spell** Write the word *what*. This word is *what*, w-h-a-t, *what*. What is this word? What are the letters in this word?
- Identify Familiar Letter-Sounds** Point to the *t* in *what*. What is the last letter in *what*? What is the sound for this letter? (t, /t/)
- Demonstrate Meaning** Write *What do you like?* Have children take turns reading the sentence as they point to each word.

Repeat the routine with the word *of*. *Of* has no reviewed letter-sounds. Say *a drink of water* and *box of toys* to demonstrate meaning. Add the words to the Word Wall.

Monitor Progress

Phonics

If... children do not connect /y/ to Yy and /z/ to Zz,

then... reteach the lesson including more examples of y/y/ and z/z/.

Monitor Progress

High-Frequency Words

If... children have difficulty reading these words,

then... have them say and spell the words before practicing in pairs with word cards for all the reviewed high-frequency words.

Administer and Score the Assessment

Pretest The assessment is the same for both the pretest and the posttest. Administer the pretest individually to each child. Give the child a copy of the reproducible pretest on p. 46. Model the first item in each part of the pretest for the child.

- Allow three seconds for each response. If the child is unable to respond within three seconds, tell the child the answer and go on to the next item.
- If the child makes an error but self-corrects within three seconds, count the item as correct.
- If the child cannot name any letters, sounds, or words in the first row for any task, discontinue the task and give the child a score of 0 for that part of the pretest.

Use the Kindergarten Review lessons to reteach letter names and forms, consonant sounds, and

high-frequency words that children are unable to identify in the pretest. Children who have similar needs may be grouped for instruction. Some children may need to review just the consonant letter-sounds, and others may need just the high-frequency words portion of each lesson.

Posttest Use this same test as a posttest after completing the Kindergarten Review to determine children's grasp of kindergarten skills. For those children who required the Kindergarten Review, provide additional help maintaining and supporting these skills once they begin Unit 1 of the first grade program. The Baseline Group Test will provide more comprehensive information about children's instructional level and about how to group them for Unit 1 instruction.

Part 1 Letter Naming

Point to *g*, the first letter on the reproducible assessment. What letter is this? That's right: this is *g*. Now name as many of these letters as you can. Start here (point to *E*) and go across the page. If you come to a letter you don't know, I'll name it for you. Record responses on the reproducible Scoring Sheet, p. 45.

Part 2 Phonics: Consonant Letter-Sounds

Point to *m*, the first letter in Part 2 of the assessment. What is the sound for this letter? That's right, *m* stands for the sound /m/. Now you tell me the sound for each letter. Start here (point to *b*) and go across the page. If you come to a letter whose sound you don't know, I'll tell it to you. Record responses on the Scoring Sheet.

Part 3 High-Frequency Words

Point to Part 3 of the assessment. Here is a list of words. Point to *come*, the first word. What is this word? Yes, this word is *come*. Now you read as many of these words as you can. Start here (point to *see*) and go across the page. If you come to a word you don't know, I'll tell it to you. Record responses on the Scoring Sheet.

Part 4 Phonemic Awareness: Segmenting Words

I am going to say a word. After I say it, you tell me all the sounds in the word. So, if I say *bug*, you would say /b/ /u/ /g/. Let's try one. Tell me the sounds in *can*. (/k/ /a/ /n/) Very good. If you come to a word whose sounds you don't know, I'll tell it to you. Here is your first word: *pig*. (/p/ /i/ /g/) The assessment items for segmenting are listed on the Scoring Sheet.

Scoring Sheet

Name _____ Date _____

Part 1 Letter Naming

Mark each letter the child is unable to name. Record the number of correct letters below.

(g)	E	v	a	J	o	q	L	R	b	h
s	l	G	c	K	p	t	d	V	S	I
e	n	f	H	r	m	T	g	Q	M	z
u	A	i	Y	j	F	P	B	k	Z	
x	N	O	y	W	U	D	w	C	X	

Total Score: _____/52

Part 2 Phonics: Consonant Letter-Sounds

Mark each sound the child is unable to name. Record the number of correct sounds.

(m/m/)	b/b/	c/k/	d/d/	f/f/	g/g/	h/h/	j/j/
k/k/	l/l/	m/m/	n/n/	p/p/	qu/kw/	r/r/	
s/s/	t/t/	v/v/	w/w/	x/ks/	y/y/	z/z/	

Total Score: _____/21

Part 3 High-Frequency Words

Mark each word the child is unable to read. Record the number of correct words.

(come)	see	am	go	the
look	have	my	yellow	like
with	are	she	what	you

Total Score: _____/14

Part 4 Phonemic Awareness: Segmenting Words

Record the number of correct sounds in each row.

pig /p/ /i/ /g/	lock /l/ /o/ /k/	wet /w/ /e/ /t/	_____/9
have /h/ /a/ /v/	duck /d/ /u/ /k/	fill /f/ /i/ /l/	_____/9
cast /k/ /a/ /s/ /t/	jump /j/ /u/ /m/ /p/	zip /z/ /i/ /p/	_____/11
snug /s/ /n/ /u/ /g/	rest /r/ /e/ /s/ /t/	yes /y/ /e/ /s/	_____/11

Total Score: _____/40

Part 1

g E v a J o q L R b h
s l G c K p t d V S I
e n f H r m T g Q M z
u A i Y j F P B k Z
x N O y W U D w C X

Part 2

m b c d f g h j
k l m n p qu r
s t v w x y z

Part 3

come see am go the
look have my yellow like
with are she what you

D'Nealian™ Alphabet

a b c d e f g h i
j k l m n o p q r s t
u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

Manuscript Alphabet

a b c d e f g

h i j k l m n

o p q r s t u

v w x y z

A B C D E F G

H I J K L M N

O P Q R S T U

V W X Y Z , ' . ?

1 2 3 4 5 6

7 8 9 10

Practice and Review Masters

Lesson 1	Aa, Phonemic Awareness	50
Lesson 2	Bb, b/b/	51
Lesson 3	Cc, c/k/	52
Lesson 4	Dd, d/d/	53
Lesson 4	High-Frequency Words	54
Lesson 5	Ee, Phonemic Awareness	55
Lesson 5	Ff, f/f/	56
Lesson 6	Gg, g/g/	57
Lesson 7	Hh, h/h/	58
Lesson 7	High-Frequency Words	59
Lesson 8	Ii, Phonemic Awareness	60
Lesson 8	Jj, j/j/	61
Lesson 9	Kk, k/k/	62
Lesson 10	Ll, l/l/	63
Lesson 10	High-Frequency Words	64
Lesson 11	Mm, m/m/	65
Lesson 12	Nn, n/n/	66
Lesson 12	High-Frequency Words	67
Lesson 13	Oo, Phonemic Awareness	68
Lesson 13	Pp, p/p/	69
Lesson 14	Qq, qu/kw/	70
Lesson 15	Rr, r/r/	71
Lesson 15	High-Frequency Words	72
Lesson 16	Ss, s/s/	73
Lesson 17	Tt, t/t/	74
Lesson 18	Uu, Phonemic Awareness	75
Lesson 18	Vv, v/v/	76
Lesson 18	High-Frequency Words	77
Lesson 19	Ww, w/w/	78
Lesson 19	Xx, x/ks/	79
Lesson 20	Yy, y/y/	80
Lesson 20	Zz, z/z/	81
Lesson 20	High-Frequency Words	82
Word Cards	see, the, I, you, a, come	83
	Use with Lessons 2, 3, 4	
Word Cards	am, from, go, we, have, little	85
	Use with Lessons 5, 6, 7	
Word Cards	do, are, look, they, like, with	87
	Use with Lessons 8, 9, 10	
Word Cards	my, here, green, blue, yellow	89
	Use with Lessons 11, 12	
Word Cards	is, he, was, me, for, she	91
	Use with Lessons 13, 14, 15	
Word Cards	to, said, one, two, three	93
	Use with Lessons 16, 17	
Word Cards	four, five, where, that, what, of	95
	Use with Lessons 18, 19, 20	

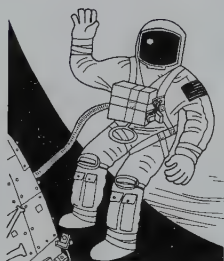


Write Aa.

Aa



Circle.



1 2 3 4



1 2 3 4



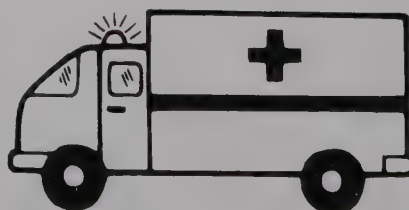
1 2 3 4



1 2 3 4



1 2 3 4



1 2 3 4



Directions: Write capital and lowercase Aa's. Then name the pictures and circle the number that tells how many syllables.



Home Activity: Name an object in the room. With your child, clap and count the number of syllables in its name. For example: tel-e-vi-sion, 4 syllables.

Name _____

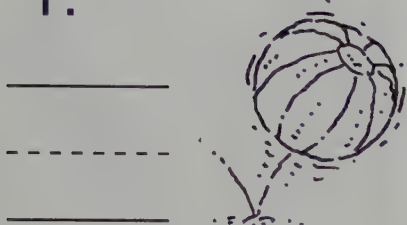
Consonant **Bb**

Bb

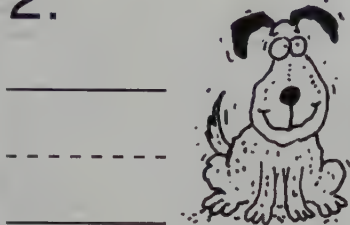


Write.

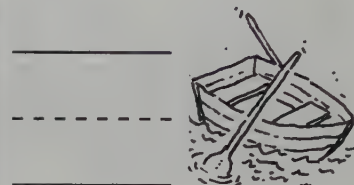
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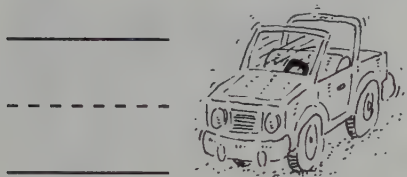
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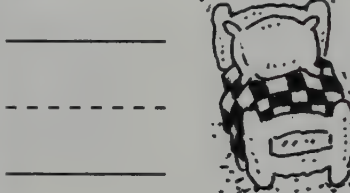
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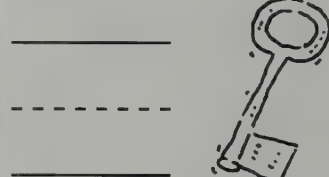
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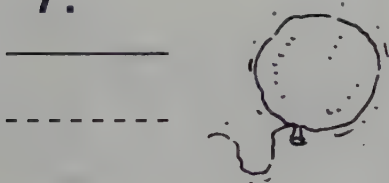
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6.



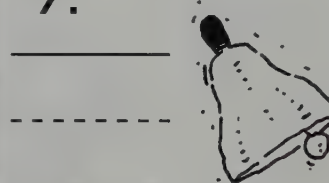
7.



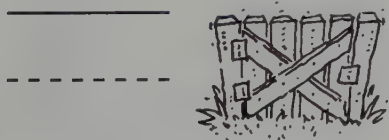
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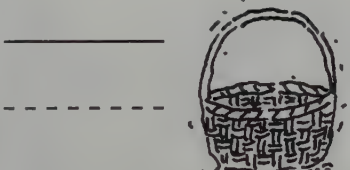
9.



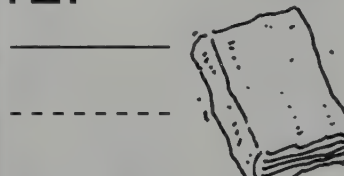
10.



11.



12.



Directions: Name the pictures. Write the letter *b* if the picture name begins like *bear*.



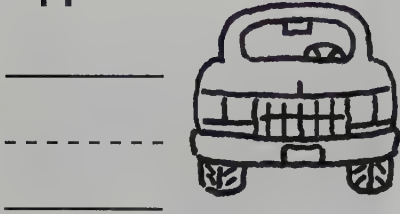
Home Activity: Ask your child to name the words on this page that begin with *b*.

Cc



Write.

1.



2.



3.



4.



5.



6.



7.



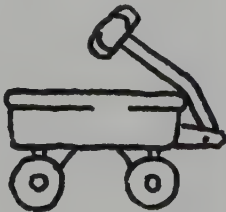
8.



9.



10.



11.



12.



Directions: Name the pictures. Write the letter *c* if the picture name begins like *cat*.



Home Activity: Point to a picture and have your child say just the beginning sound.

Name _____

Consonant *Dd*

Dd



Write.

1.



2.



3.



4.



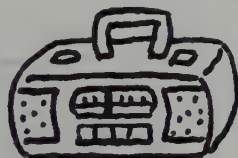
5.



6.



7.



8.



9.



10.



11.



12.



Directions: Name the pictures. Write the letter *d* if the picture name begins like *duck*.



Home Activity: Ask your child to say the sound at the beginning of *duck* and then say other words that begin with the same sound.

Come See It!



I see a _____ aterpillar.



Come see the _____ aterpillar.



You see a _____ ocoon.



Come see the _____ utterfly!



Directions: Read the story. Write the missing letters.



Home Activity: Ask your child to read the story to you.

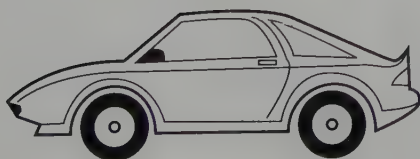
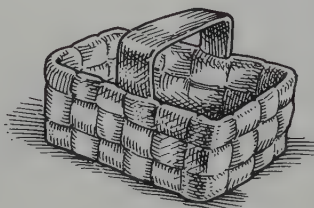
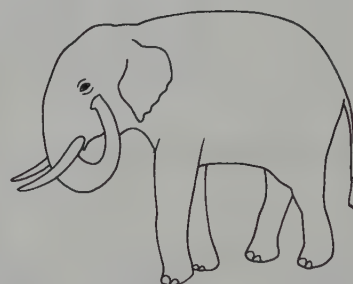
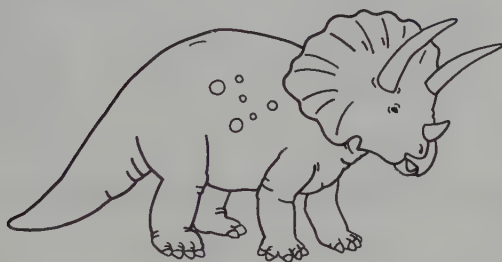
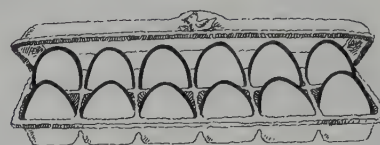
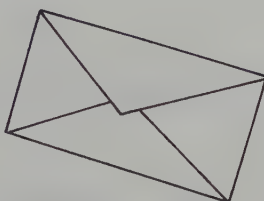


Write Ee.

Ee



Circle.



Directions: Write capital and lowercase Ee's. Name the pictures. Then circle those whose names begin with the same sound as *elf*.



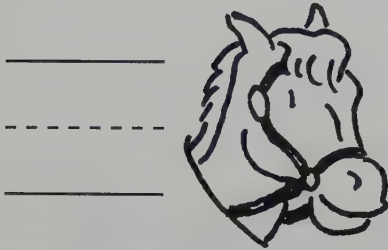
Home Activity: Say a word and ask your child to say another word that begins with the same sound.

Ff



Write.

1.



2.

4

3.



4.



5.



6.



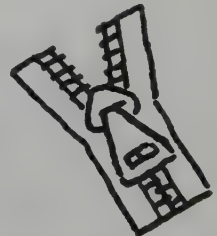
7.



8.



9.



10.



11.



12.

5



Directions: Name the pictures. Write the letter *f* if the picture name begins like *fish*.



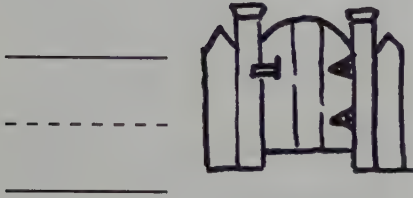
Home Activity: Say a word from the page and have your child hold up four fingers if the word begins like *four* fingers.

Gg



Write.

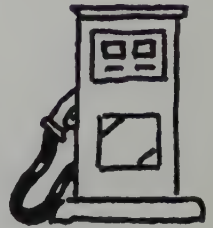
1.



2.



3.



4.



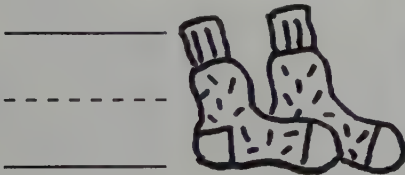
5.



6.



7.



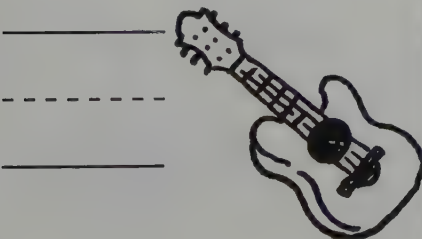
8.



9.



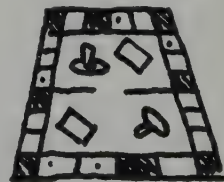
10.



11.

4

12.



Directions: Name the pictures. Write the letter g if the picture name begins like goat.



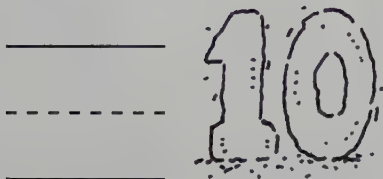
Home Activity: Help your child create phrases with g words: Gus's good guitar; Gabby's garden gate.

Hh



Write.

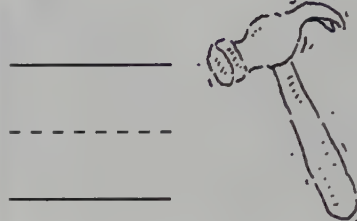
1.



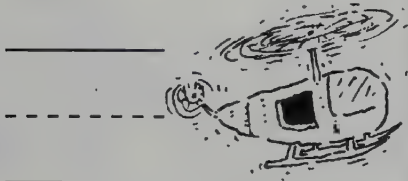
2.



3.



4.



5.



6.



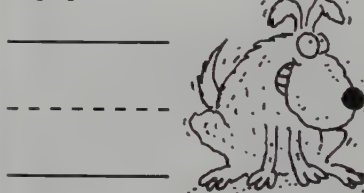
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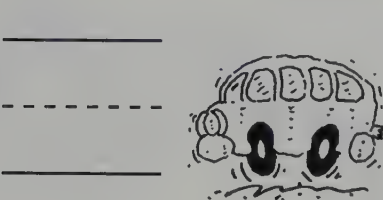
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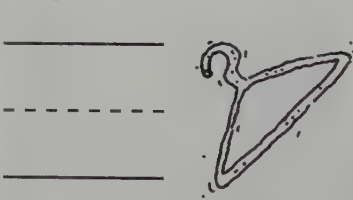
9.



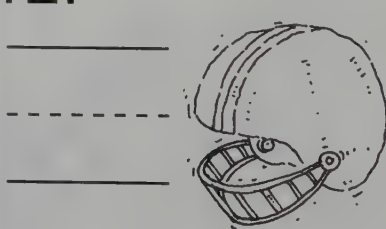
10.



11.



12.



Directions: Name the pictures. Write the letter *h* if the picture name begins like *horse*.



Home Activity: Give a riddle clue to an *h* picture and have your child give the answer: *big jungle animal; protects the head*.

Little Bees

1.

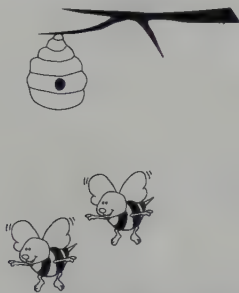


I am little.



I am little.

2.



We come from a _____ive.

3.



We see a little _____arden.

4.



We go, go, go.

We see the _____lowers.



Directions: Read the story. Write the missing letters.



Home Activity: Ask your child to read the story to you.

Name _____

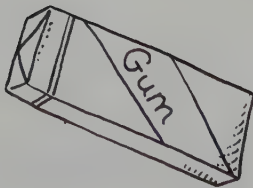


Write *li*.

Ii



Draw a line.



Directions: Write capital and lowercase *li*'s. Then name the pictures. Draw a line to connect the pictures whose names begin with the same sound.



Home Activity: Say a word and ask your child to say another word that begins with the same sound.

Name _____

Consonant Jj

Jj

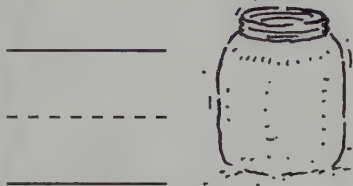


Write.

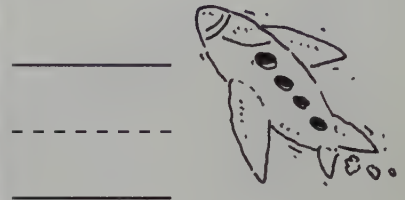
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2.



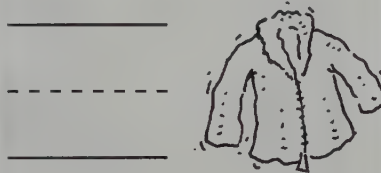
3.



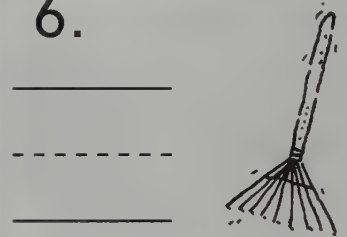
4.



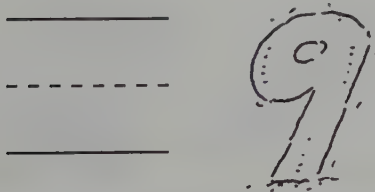
5.



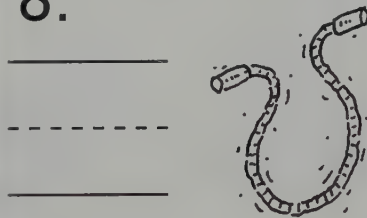
6.



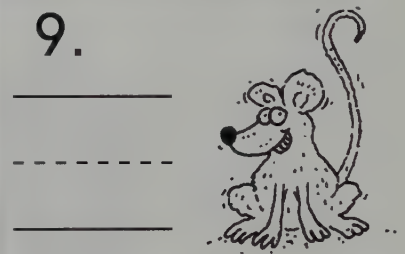
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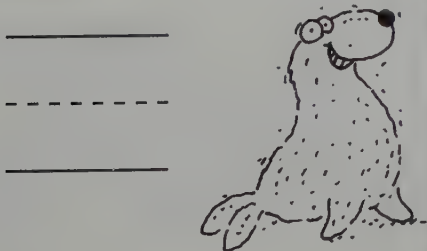
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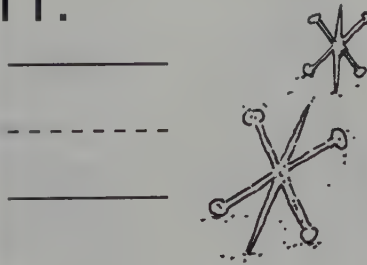
9.



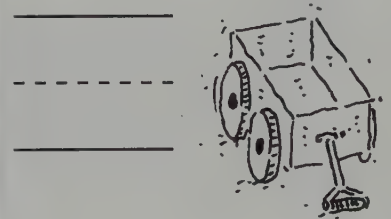
10.



11.



12.



Directions: Name the pictures. Write the letter *j* if the picture name begins like *jeep*.



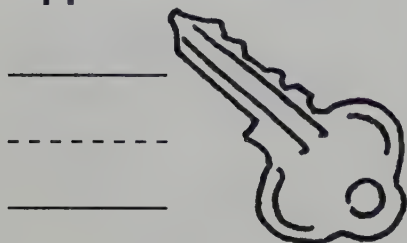
Home Activity: Say words from the page and have your child jump each time a word begins like *jump*.

Kk

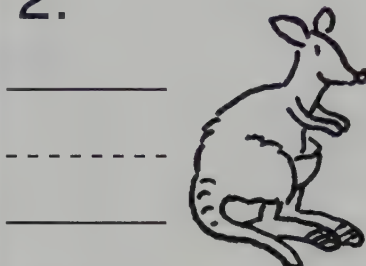


Write.

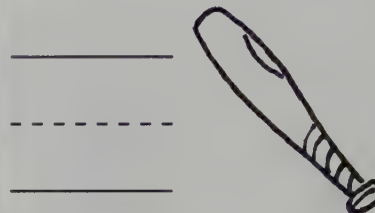
1.



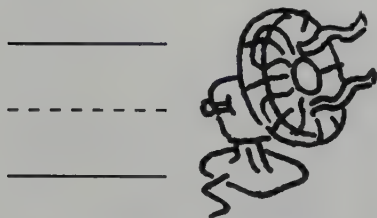
2.



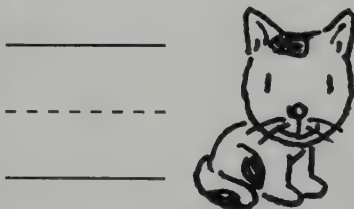
3.



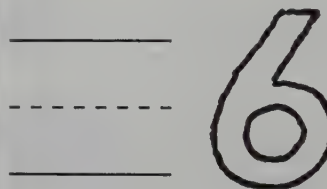
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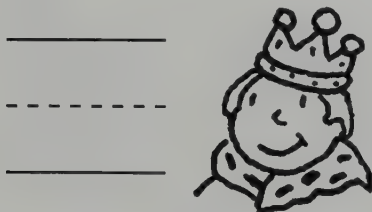
5.



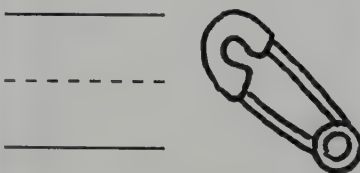
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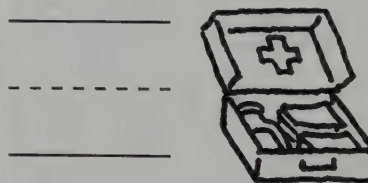
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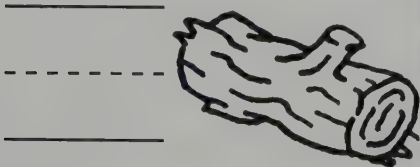
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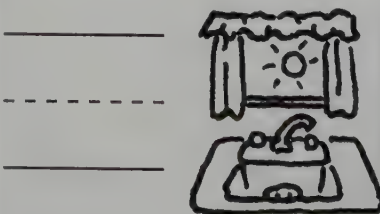
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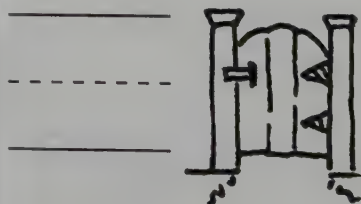
10.



11.



12.



Directions: Write the letter *k* if the picture name begins like *kite*.



Home Activity: Point to a picture and ask your child to say a word that begins with the same sound. Explain that some words with the *k* sound begin with *c*.

Name _____

Consonant **l**

l



Write.

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



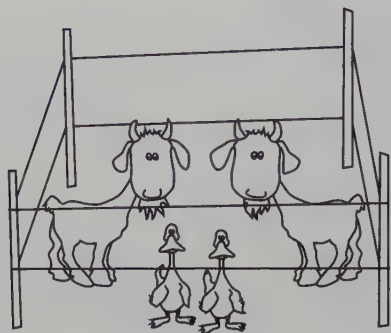
Directions: Name the pictures. Write the letter **l** if the picture name begins like *lion*.



Home Activity: Say words with **l**, such as *left*, *doll*, *melon*, and *sailboat*, and have your child tell if the **l** sound is at the beginning, middle, or end.

Look at Them!

1.

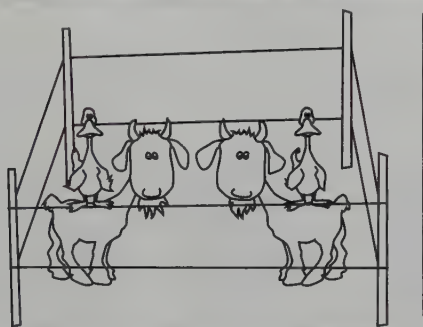


Look! Look!

The _____ ucks are with

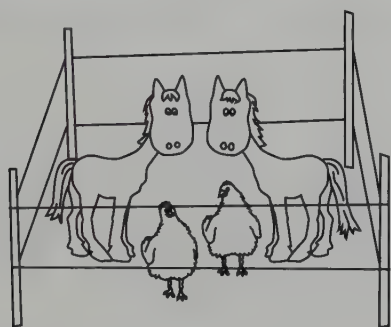
the _____ oats.

2.



Do they like the _____ oats?

3.

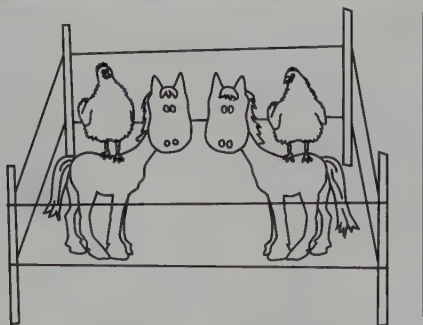


Look! Look!

The _____ ens are with

the _____ orses.

4.



Do they like the _____ orses?



Directions: Read the story. Write the missing letters.



Home Activity: Ask your child to read the story to you.

Name _____

Consonant *Mm*



Write

Mm



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



Directions: Name the pictures. Write the letter *m* if the picture name begins like *monkey*.



Home Activity: Look through magazines and books for pictures of things that begin with *m*.

Nn

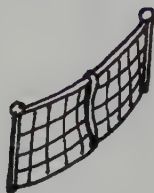


Write.

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



Directions: Name the pictures. Write the letter *n* if the picture name begins like *nest*.



Home Activity: Give a clue to an *n* word and have your child name the word—*holds up your head; used for smelling*.

Name _____

See What I Have

1.



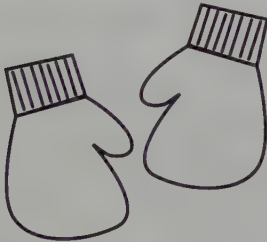
Here are my yellow _____oots.

2.



Here are my blue _____eans.

3.



Here are my green _____ittens.

4.



Here I am!



Directions: Read the story. Write the missing letters.



Home Activity: Ask your child to read the story to you.



Write Oo.



Count the sounds. Color.



--	--	--	--



--	--	--	--



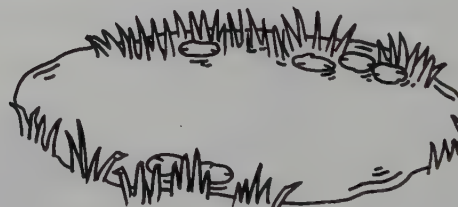
--	--	--	--



--	--	--	--



--	--	--	--



--	--	--	--



Directions: Write capital and lowercase Oo's. Name the pictures. Color one box for each sound in the name of the picture.



Home Activity: Name a picture and have your child say just the beginning sound, then just the ending sound.

Name _____

Consonant Pp

Pp



Write.

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



Directions: Name the pictures. Write the letter *p* if the picture name begins like *pig*.



Home Activity: Say words with *p*, such as *pie*, *airplane*, and *jump*, and have your child tell if the *p* sound is at the beginning, middle, or end.



Write.

Q q



1.



2.



3.



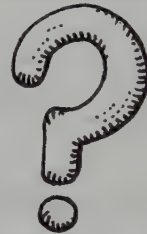
4.



5.



6.



7.



8.



9.



10.



Directions: Name the pictures. Write *qu* if the picture name begins like *quail*.



Home Activity: Ask your child to name the *qu* things on this page.

Name _____

Consonant Rr

Rr 



Write.

1.



2.



3.



4.



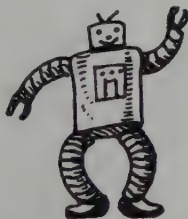
5.



6.



7.



8.



9.



10.



11.



12.



Directions: Name the pictures. Write the letter *r* if the picture name begins like *rabbit*.



Home Activity: Say a word. If the word begins like *rabbit*, have your child point to the rabbit at the top of the page.

My New Pet

1.



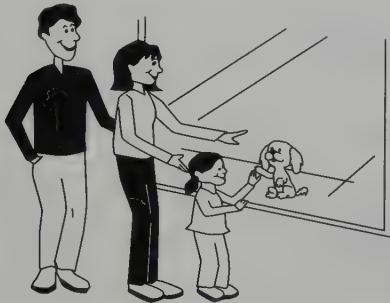
I have a _____ad.
He was with me.

2.



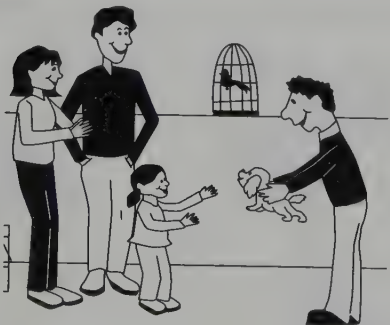
I have a _____om.
She was with me.

3.



Look! Here is a _____uppy.

4.



The _____uppy is for you!



Directions: Read the story. Write the missing letters.



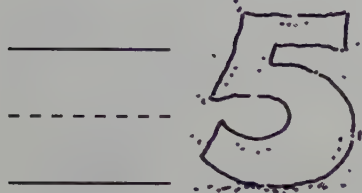
Home Activity: Ask your child to read the story to you.

Ss

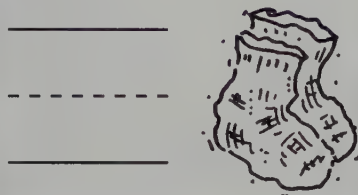


Write.

1.



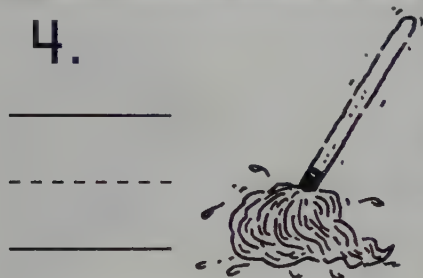
2.



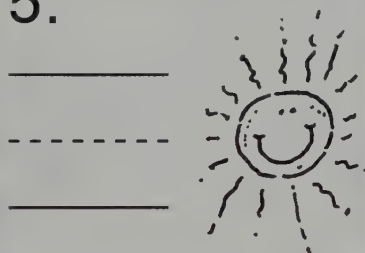
3.



4.



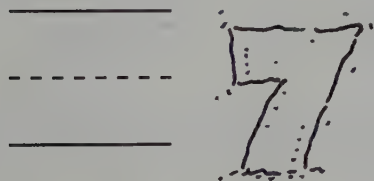
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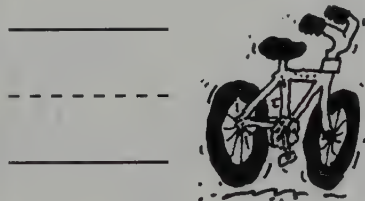
6.



7.



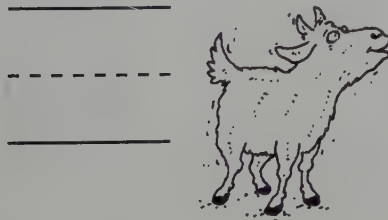
8.



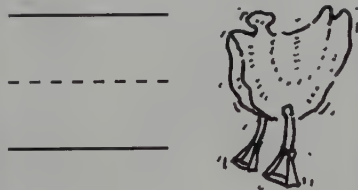
9.



10.



11.



12.



Directions: Name the pictures. Write the letter *s* if the picture name begins like *seal*.



Home Activity: Say two words and ask your child to tell which word begins like *seal*.

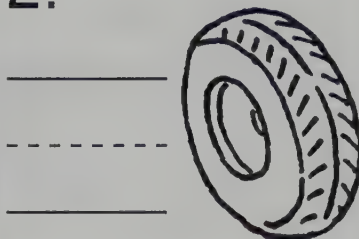
Tt 

Write.

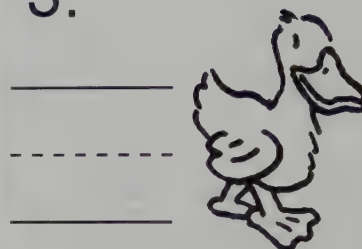
1.



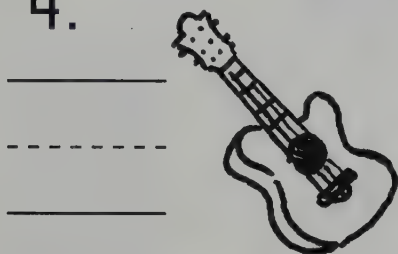
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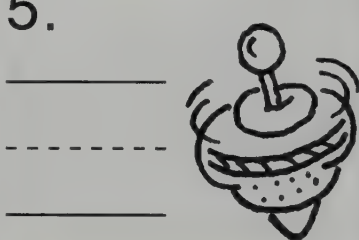
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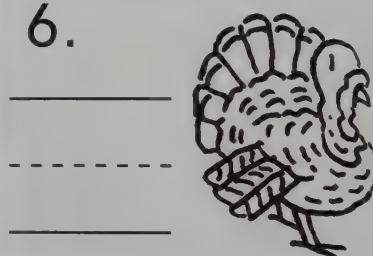
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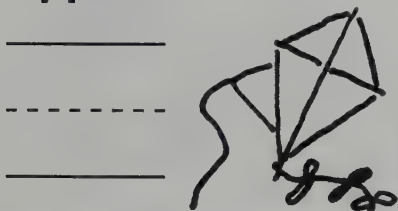
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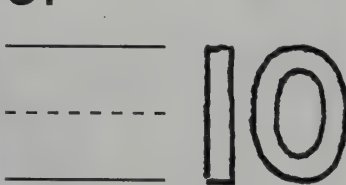
6.



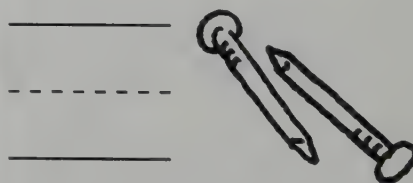
7.



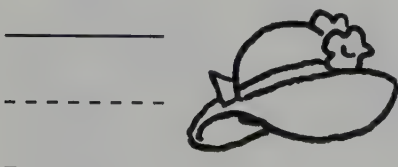
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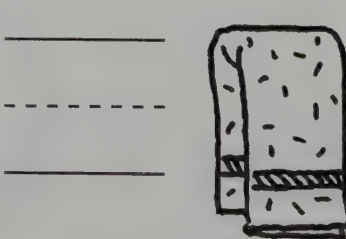
9.



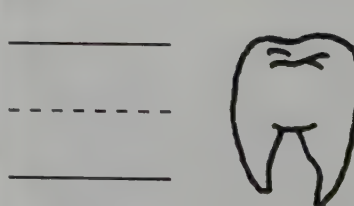
10.



11.



12.

**Directions:** Write the letter *t* if the picture name begins like *turtle*.**Home Activity:** Write several letter *t*'s on paper and ask your child to name a word that begins with *t* and circle a letter.

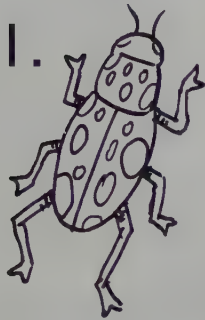


Write Uu.

Uu

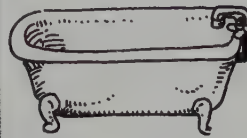


Finish the words.



1.

u



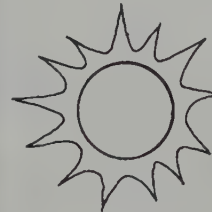
2.

u



3.

u



4.

u



5.

u



6.

u



Directions: Write capital and lowercase Uu's. Then name the pictures. Write the letters that finish the words.



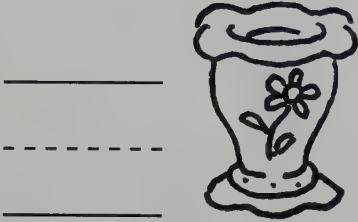
Home Activity: Say a word such as *map*, *bed*, *pig*, *hot*, or *fun*. Write the middle vowel letter, and ask your child to write the consonant letters that finish the word.

V v

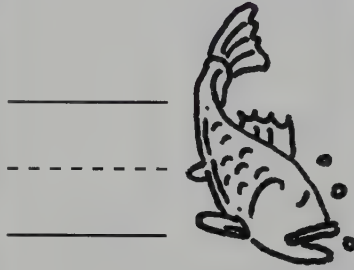


Write.

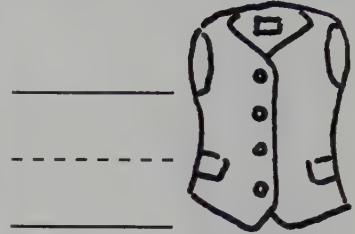
1.



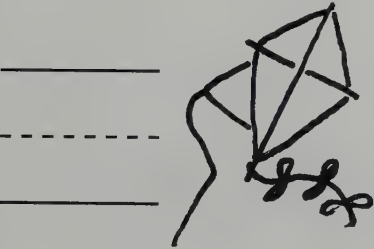
2.



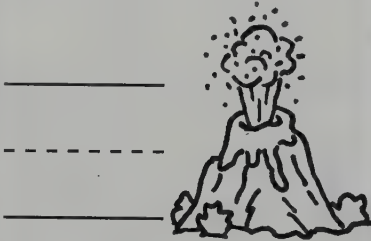
3.



4.



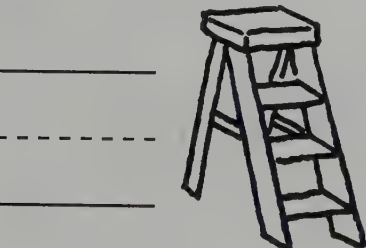
5.



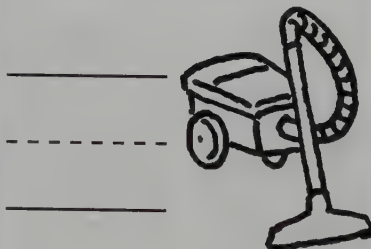
6.



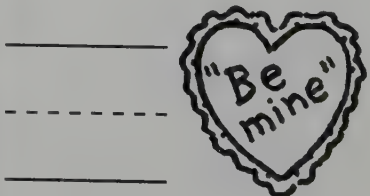
7.



8.



9.



Directions: Name the pictures. Write the letter *v* if the picture name begins like *violin*.



Home Activity: Have your child hold up two fingers to make a *v* each time you say a word that begins like *violin*.

What Do We Have?

1.



She said, "We have five

_____andwiches."

2.

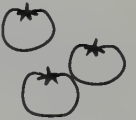


He said, "We have four

_____amburgers."

3.

She said, "We have three _____omatoes."



He said, "We have two _____ies."



4.



They said, "We have one

_____icnic!"



Directions: Read the story. Write the missing letters.



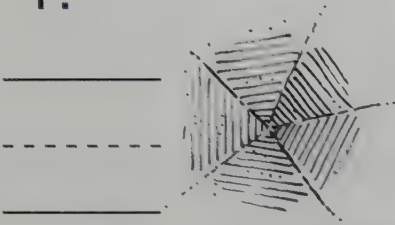
Home Activity: Ask your child to read the story to you.

Ww

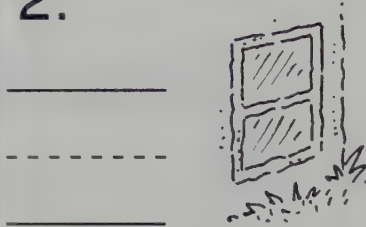


Write.

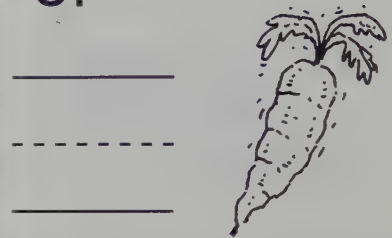
1.



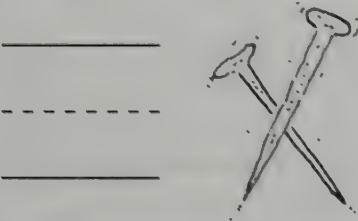
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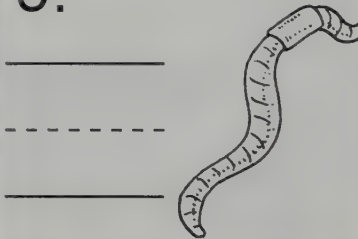
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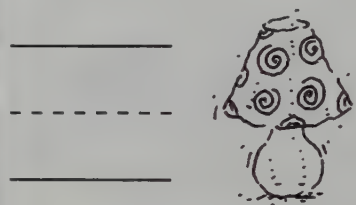
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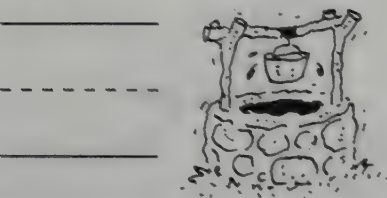
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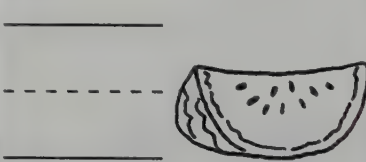
6.



7.



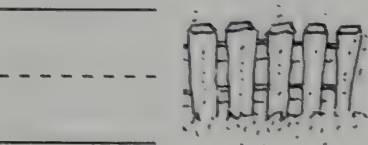
8.



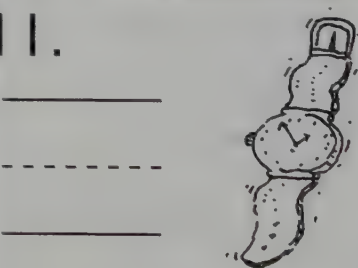
9.



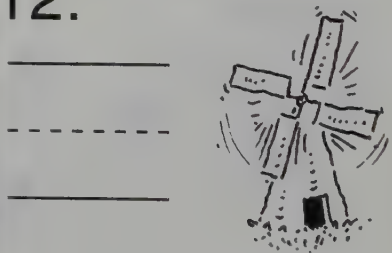
10.



11.



12.



Directions: Name the pictures. Write the letter w if the picture name begins like *wagon*.



Home Activity: Say two words and ask your child to tell which word begins like *wagon*.

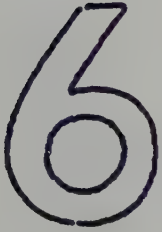


Xx



Write.

1.



2.



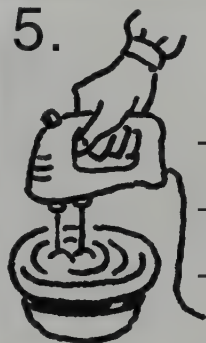
3.



4.



5.



6.



7.



8.



9.





Directions: Name the pictures. Write the letter *x* if the picture name ends like *fox*.



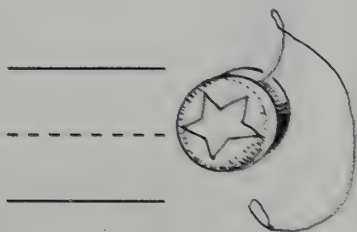
Home Activity: Help your child make a list of words that end with *x*.

Yy

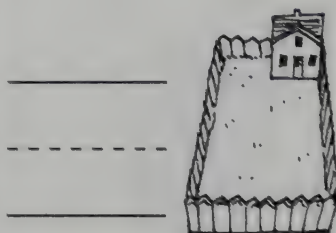


Write.

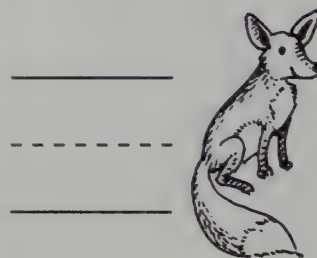
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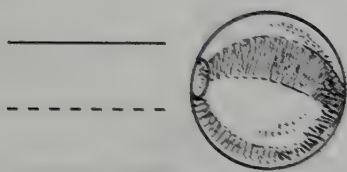
2.



3.



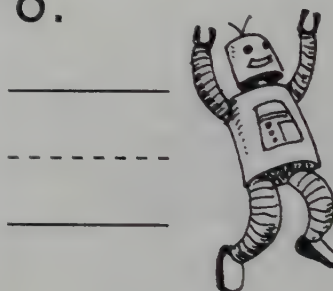
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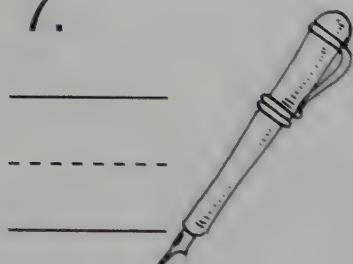
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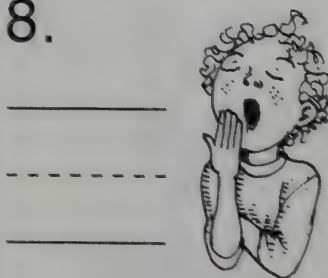
6.



7.



8.



9.



Directions: Name the pictures. Write the letter y if the picture name begins like *yarn*.



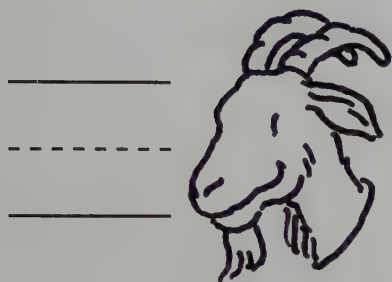
Home Activity: Say a word such as *yes*, *yak*, *yet*, *wig*, or *van*. Write the middle vowel letter, and ask your child to write the consonant letters that finish the word.

Zz

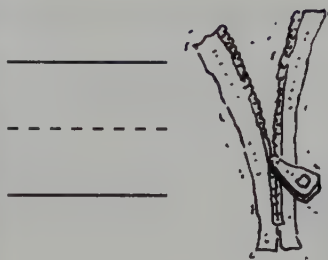


Write.

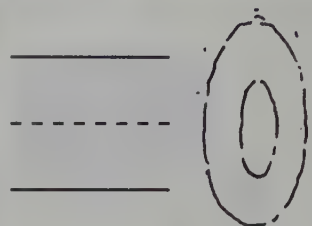
1.



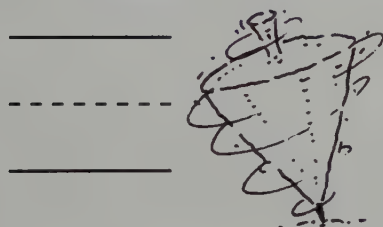
2.



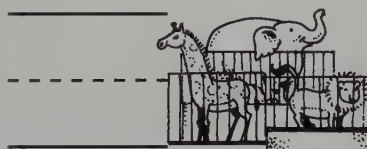
3.



4.



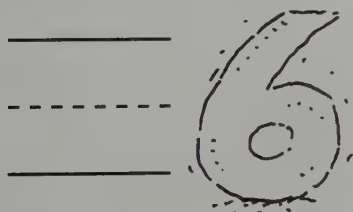
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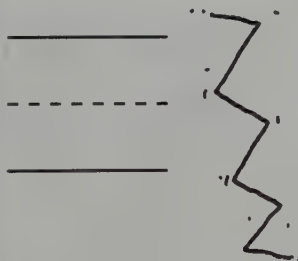
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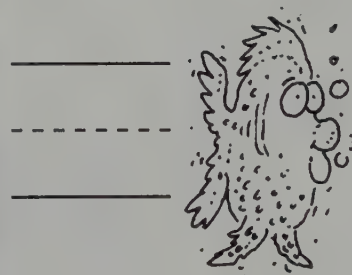
7.



8.



9.



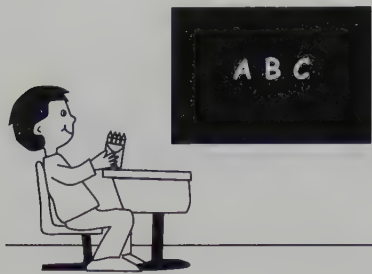
Directions: Name the pictures. Write the letter z if the picture name begins like zebra.



Home Activity: Have your child buzz like a bee (zzzzzz) each time you point to a picture whose name begins with z.

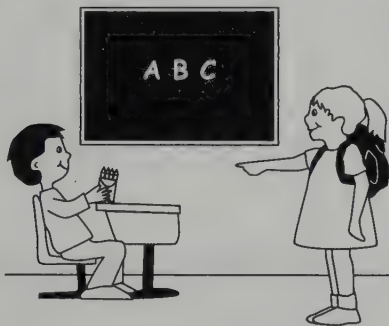
Where Am I?

1.



Where am I?
Here I am.

2.



What is that?
That is my

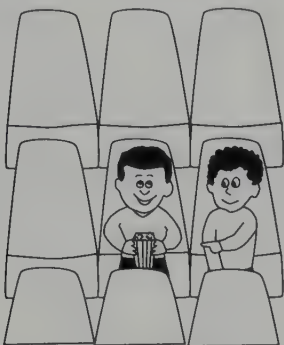
bo_____ of _____rayons.

3.



Where am I?
Here I am.

4.



What is that?
That is my

bo_____ of _____opcorn.



Directions: Read the story. Write the missing letters.



Home Activity: Ask your child to read the story to you.

Name _____

Word Cards



see

the

I

you

a

come



Directions: Cut along the dotted lines to make word cards.

Name _____

Word Cards



The

See

You

I

Come

A

Name _____

Word Cards



am

from

go

we

have


little



Directions: Cut along the dotted lines to make word cards.

Name _____

Word Cards



From	Am
We	Go
Little	Have

Name _____

Word Cards



do

are

look

they

like

with



Directions: Cut along the dotted lines to make word cards.

Name _____

Word Cards



Are

Do

They

Look

With

Like

Name _____

Word Cards



my

here

green

blue

yellow



Directions: Cut along the dotted lines to make word cards.

Name _____

Word Cards



Here

My

Blue

Green

Yellow

Name _____

Word Cards



is

he

was

me

for

she



Directions: Cut along the dotted lines to make word cards.

Name _____

Word Cards



He

Is

Me

Was

She

For

Name _____

Word Cards



to

said

one

two

three



Directions: Cut along the dotted lines to make word cards.

Name _____

Word Cards



Said

To

Two

One

Three

Name _____

Word Cards



four

five

where

that

what

of



Directions: Cut along the dotted lines to make word cards.

Name _____

Word Cards



Five

Four

That

Where

Of

What



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EAN



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